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Parent-student-teacher attitudes concerning child rearing practices.

Ruth Matteson Lauroesch
University of Massachusetts Amherst

PARENT-STUDENT-TEACHER ATTITUDES CONCERNING CHILD REARING PRACTICES

A Dissertation Presented

By

RUTH MATTESON LAUROESCH

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RUTH MATTESON LAUROESCH

Approved as to style and content by:

Dr. Kenneth Ertel, Chairman

Dr. Helen R. Vaznaian, Member

Dr. Ronald H. Fredrickson, Member

Dr. Louis Fischer, Acting Dean
School of Education

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Dedication

To my husband, Bill,
and
our children, Michèle and Mark,
whose love and encouragement
have made this endeavor possible.

ACKNOWLEDGMENTS

A first solo flight must be not unlike a first venture in independent research. The thrill--and the isolation--of going it alone is coupled with a heightened awareness of how dependent we all are, and how our lives are enriched by our interdependent relationships.

This has been a struggle for me, and however modest the accomplishment, I owe much to those who helped me to believe in myself and spurred me to complete the task.

I am indebted to Dr. Kenneth Ertel, Chairman of my Dissertation Committee, for setting the pace. His calculated tough-mindedness and no-nonsense approach made me constantly aware of a high standard to be met. Yet, never for a moment did I doubt that he was on my side.

Dr. Helen R. Vaznaian, my colleague in the profession of home economics, broadened my horizons at every stage of my graduate study. She knew when to demand and when to support, and I am grateful for both.

The final member of my Dissertation Committee, Dr. Ronald H. Fredrickson, was never without time in his busy schedule to lend a helping hand and reassurance when I needed it most. He never told me it would be easy, but he was ever ready to help make it possible.

In addition to my committee, I am indebted for direct assistance to Dr. David Passmore for his patient guidance through the maize of statistical analysis; and to my friend, Doris Peterson, for helping me to cope with the computer. I shall be eternally grateful to Dr. George Urch, whose humaneness had much to do with my surviving my comprehensive examination and oral defense, and I am in awe of the technical skill and patience demonstrated by Jeanne Stolarski as she turned my hentracks into a manuscript.

A host of others contributed indirectly with words of encouragement and support. In particular, I salute Marjorie Sullivan, whose tireless devotion to home economics education was inspiring.

Finally, I wish to memorialize the contribution to this effort of my parents, Leon and Florence Matteson. It was they who long ago--even while struggling for economic survival on a farm during the depression--inculcated the values of a caring familial relationship, which in a sense is what this study is about.

ABSTRACT

Parent-Student-Teacher Attitudes Concerning
Child Rearing Practices (April, 1975)
Ruth Matteson Lauroesch, B.S., SUNY, Plattsburg
M.S., Syracuse University
Directed by: Dr. Kenneth Ertel

This study was concerned with degrees of consonance or difference in attitudes toward child rearing practices among (1) secondary school home economics students, (2) home economics teachers of these students, (3) parents of the students, and (4) home economics student teachers from Framingham State College and the University of Massachusetts at Amherst. The study also sought to determine whether an earlier scale (A Survey of Opinions Regarding Child Rearing by William Itkin , 1952) is still appropriate for measurement of attitudinal differences.

The subjects included: (1) all students enrolled in the child development classes of eleven Massachusetts secondary schools offering home economics courses in child development and having child care laboratory facilities, (2) one parent or guardian designated by each student, (3) the home economics teachers of the child development classes, and (4) home economics student teachers from two teacher training institutions, Framingham State College and the University of Massachusetts at Amherst.

The instrument selected for the study was a 30-item Likert-type scale, developed by Itkin in 1952 to determine consonance or differences in attitudes of students and their parents toward parental treatment of children. Itkin used the instrument in psychology and sociology classes of three Chicago junior colleges, with an instrument reliability coefficient of .83.

Data for the present study were collected in the fall of 1974 from four groups of subjects. The instrument was administered directly by the investigator to 172 students, 13 teachers, and 91 student teachers. All members of these three groups completed the survey instrument. One hundred forty-four (83 percent) of the parents or guardians returned their questionnaires by mail.

Six null hypotheses tested by analysis of variance revealed no significant differences at the .05 level of confidence in attitudes toward child rearing practices among the four groups compared. The internal consistency reliability for the attitude scale was estimated using Cronbach's coefficient of reliability formula at .40. An examination of 16 item-total score correlations indicated consonance of attitudes among parents, students, student teachers, and teachers concerning child rearing practices.

In view of small mean score differences, coupled with a measured low instrument reliability, the results of the study were judged to be inconclusive.

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CHAPTER I

THE PROBLEM

Introduction

Since the Second World War and particularly during the last two decades there have been significant social changes which have led to accelerating demand for extra-familial institutions to educate young children.[1] These trends in the social milieu, reflecting a change in responsibility for child care during the formative years, may be a consequence of the rapid transformation of the feminine role. Motherhood has in a sense been reduced from a career to a biological phenomenon, as the child rearing function traditionally attached to motherhood is increasingly delegated.

Given the known significance of the early years (1-6) in shaping the character and intellectual bent of the adult-to-be,[2] it has been the aim of this researcher to know more about the side effects of "surrogate" parenting, particularly with reference to the degree of consonance in attitudes toward child rearing on the part of natural parents and those who supplant them as agents of child care. Even though the delegation of child care responsibility may be borne of

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[1]Halbert R. Robinson, et al., Early Child Care in the United States (New York: Gordon and Breach, 1973)p. 52.

[2]Robert D. Hess and Doreen J. Croft, Teachers of Young Children (New York: Houghton Mifflin Co., 1972)p. 12.

necessity as much as preference, it would seem important to know whether or not, or to what extent, differences in attitudes toward child rearing enter the transaction.

Purpose of the Study

The purpose of this study has been to determine: (1) whether there are any differences in attitudes concerning child rearing practices among secondary school home economics students and teachers, secondary school home economics students and student teachers, home economics teachers and parents, home economics teachers and student teachers, parents and student teachers, and home economics students and their parents; (2) if an early scale, a Survey of Opinions Regarding the Bringing up of Children by William Itkin,[3] is still appropriate for discerning differences in attitudes concerning child rearing practices; and (3) if there was a consonance of attitudes concerning child rearing practices among parents and surrogate parents.

Statement of the Problem

This study was designed to compare the attitudes concerning child rearing practices as manifested by the attitude scale, the CRP Survey Instrument (see Appendix A), of the

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[3]William W. Itkin, "Some Relationships Between Intra-Family Attitudes and Pre-Parental Attitudes Toward Children," Journal of Genetic Psychology 80 (June, 1952):221-252.

following: (1) home economics secondary school students enrolled in child development programs of eleven secondary schools in the State of Massachusetts, (2) home economics teachers of the students, (3) parents of the students, (4) the home economics education student teachers at Framingham State College and the University of Massachusetts in Amherst. At the same time, there was an attempt to determine if the CRP Survey Instrument is still appropriate for discerning differences in attitudes concerning child rearing practices, and if there was a consonance of attitudes concerning child rearing practices among parents and surrogate parents.

The goal of this research was to contribute to the knowledge base of home economics education. It was anticipated that if the CRP Survey Instrument, developed for an earlier study of a different population, was effective, the findings would be informative. First, they would offer some measure of indication of whether professional home economics in the two institutions included in the study was: (1) reinforcing the attitudes toward child rearing held by the present generation of parents, (2) teaching an attitude set toward child rearing different from the present generation of parents, or (3) perhaps having no influence at all. Such self-knowledge on the part of collegiate institutions training students for parenting, child development, and child care was considered to be a baseline for further research and program development.

Definition of Terms

Attitude as defined by Gariepy was found to be appropriate for this study. An attitude, Gariepy states:

> . . . is a pre-disposition toward anything, any person, or any idea. This definition can be explained as a habit of thinking. No one is born with ideas; neither is he born with attitudes. They are found over a period of time and tend to make up the self image.[4]

A secondary school, for the purpose of this study, is limited to grades 9, 10, 11 and 12.

The teachers include both the home economics child development teachers of the secondary school students and the student teachers from the two institutions participating in the study, Framingham State College and the University of Massachusetts in Amherst.

The parent or guardian is the individual of that capacity designated by the student as the person to whom the survey should be sent.

The nursery school is the designation for the school where the secondary school students are by institutional arrangement able to observe and interact with pre-school children.

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[4]Richard R. Gariepy, Your Child is Dying to Learn (Barre-Barre Publishers, 1967).

The surrogate parent is the designation for the students and teachers caring for children in nursery schools and day care centers.

The CRP Survey Instrument is Scale I of the Survey of Opinions Regarding the Bringing up of Children, developed by William Itkin.

Delimitations

This study, which was designed to compare attitudes concerning child rearing practices of students, teachers, parents, and student teachers, originally included a comparison of student attitudes concerning child rearing practices before and after participation in a nursery school learning experience. On the recommendation of her Dissertation Committee, the investigator deleted the post-test portion of the study. The delimitation of the sample to include only schools having a nursery school component had been established to meet the conditions required for the intended treatment.

Only suburban and rural secondary schools were included in the survey, since none of the urban schools with which the investigator made contact had a nursery school. The selection of schools for participation in the survey was completed before the change in the prospectus occurred. The eleven participating secondary schools and the two major public

institutions of higher education having home economics education programs were all within the geographical boundaries of the Commonwealth of Massachusetts. This limit was imposed primarily to keep schools within reasonable traveling distance from the research base (Amherst).

The study did not investigate the possible covariations of age.

Basic Assumptions

This study of Parent-Student-Teacher Attitudes Concerning Child Rearing Practices has been based on the following assumptions:

1. That attitudes concerning child rearing practices of secondary school home economics students are mainly derived from either the home or the school;

2. That the attitude scale, the CRP Survey Instrument (see Appendix A), is a valid measure of child rearing behavior;

3. That attitudes do influence behavior and the attitudes of home economics teachers and student teachers, as manifested by the responses on the Itkin scale, fairly represent the attitudes students will be encouraged to adopt in child development classes.

Historical Background

During colonial times in America child care practices were the traditions of the family. The family, for example, was expected to take the responsibility for their own children just as they were expected to care for any member who was elderly, ill, or handicapped. From birth to adulthood the child's needs were taken care of, and in return the child was expected to be a contributing member of the family. The early family usually had at least one other adult, along with mother and father, to share all these responsibilities.[5] Outside the immediate family, the church was the major institution concerned with the child's interests. The church was the social center for the entire family and it provided the only book learning available.

Subsequently, industrial development brought about many changes in America's life style. There were many beneficial outcomes, but the evolution of an industrial society was also responsible for poor working conditions for the millions who immigrated to this country. Young children were exploited and required to work long hours, six days a week. These conditions heightened interest in the welfare of children, which in turn led to the enactment of protective laws and the

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[5]Robinson, p. 5.

establishment of various institutions interested in their behalf.[6]

A highly visible manifestation of national concern for children was the first dicentennial White House Conference on Children and Youth, held in 1909. This conference involved professional and lay people and resulted in the Children's Bureau--an agency which has continued to deal with the problems of youth.[7] Throughout the 1920's, psychoanalytic doctrine led to entirely new attitudes about the importance of the early years and the role of family members in child development.[8]

Many new programs benefiting children were initiated at the turn of the century. When a major depression occurred in the 1930's, many of these programs abruptly ended. However, the Federal Works Progress Administration (WPA) nursery schools and day care centers were established to provide work for adults. When the economy improved, the programs were discontinued.[9]

Programs initiated during World War II. Another national program was initiated during World War II. The

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[6]Ibid., p. 6.

[7]Ibid., p. 7.

[8]Ibid., p. 7.

[9]Katherine H. Read, The Nursery School (Philadelphia: W. B. Saunders Company, 1971)p. 44.

Lanham Act provided funds for day care centers for children whose mothers were working in war-related industry. By 1945, over 1.5 million children were cared for in this program; about one out of every five, aged two to five.[10] As the war emergency ended, the centers were closed, primarily because many professionals, religious leaders and laymen disapproved of women working outside the home. A new set of conditions evolved shortly after the war, however, that revived concern for the general health and welfare of children. Industries developed rapidly and many poor people migrated to urban areas. Poverty problems became more visible and solving social issues was a growing concern of many between the 1950's and 1960's. Some believed that perhaps the problems of the poor could be traced to conditions which determined their early life adjustments. One group of experts in child development followed the growth patterns of 250 premature infants from low-income families. More and more documentation accumulated which seemed to demonstrate that many poverty homes were not meeting the needs of young children. In addition, the relationship of these children with their mothers, did little to enhance their development.[11]

Impact of development of Office of Economic Opportunity. The Office of Economic Opportunity, established in 1964,

[10]Robinson, Early Child Care, p. 8.

[11]H. Wortis, et al., "Child Rearing Practices in a Low Socio-Economic Group," Pediatrics 32 (August, 1963):298-307.

provided funds for some early child care programs. An ambitious project, Project Head Start, was initiated in the summer of 1965. Evaluative judgments of the impact of these programs vary, but this project is still in effect.[12] In April, 1969, President Nixon announced the creation of an Office of Child Development directly under the Secretary of the Department of Health, Education, and Welfare. This office was directed to take a comprehensive approach to the development of young children, and its establishment is considered to be a milestone in the history of early childhood education.[13]

Impact of women's liberation. The reason for changing trends concerning early child care is both economic and ideological. An emancipation of female conscience has been reinforced by the Women's Liberation Movement. Women have been asserting the prerogative of seeking self-fulfillment in the work-a-day world. They have been aided by modern conveniences that have freed them from much of the physical labor of households.[14] Many women have been rejecting, at least in part, the idea that their sole mission in life should be wife and mother. Quality day care has been one of the foremost

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[12]Hess, Teachers of Young Children, p. 21.

[13]Read, The Nursery School, p. 44.

[14]Henrietta Fleck, Toward Better Teaching of Home Economics (New York: MacMillan Co., 1968)p. 2.

demands and symbols of the Women's Movement. The programs of day care are also rapidly being viewed as offering positive services to all families.[15]

Family life in the 1970's. In 1970, there were 10.7 marriages and 3.5 divorces per 1000 population in the United States. About one in ten families in 1973 was headed by a woman, with half of them widowed and half divorced. If the present rate remains stable, one child in six will lose a parent through divorce by the time he is 18.[16]

The United States has experienced a significant drop in birth rate which can be attributed to improved birth control methods, easy availability of abortion and concern for over-population. Since the size of families is decreasing, this means that after today's woman's youngest child enters school she may have 30 to 35 more years of career potential ahead of her.[17]

Other statistics reveal that in Massachusetts alone, 22 percent of the working mothers, in 1972, represented a need for child care for 160,000 children. It is estimated that between 14 and 21,000 children are left alone by these

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[15]F. A. Ruderman, Child Care and Working Mothers: A Study of Arrangements Made for Day Time Care of Children (New York: Child Welfare League of America, 1968).

[16]Joyce Patterson, "If You're a Woman and Head of a Family," Journal of Home Economics 65 (January, 1973):20.

[17]U.S. Department of Labor Women's Bureau Employment Standards Administration. Changing Patterns of Women's Lives, 1971.

working mothers.[18] The need for extra familial provisions for child nurture and supervision is quite evident.

The Role of Home Economics and the Vocation of Parenting

In an article on the changing role of women in the Journal of Home Economics (the official organ of the American Home Economics Association) Elizabeth Duncan Koontz, Director of the Women's Bureau, U.S. Department of Labor, states:

> The great trend toward women's working outside the home, has heightened the importance of home economics and calls for a refocusing of home economics in the schools, colleges, and even in extension work. It has not been too long ago that, except for relatively few who wanted to be teachers, dieticians, or interior decorators, home economics was studied as preparation for homemaking. Today it needs to be job-oriented.[19]

Dr. Koontz goes on to say that home economics has not always been relevant to the needs of the students or community.[20]

Home economics supervisors are currently making an effort to accommodate the projected need for young people's services in the community by preparing them for employment in various child care agencies and other home economics related

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[18]Rowe, Richard, A Study for the Massachusetts Advisory Council on Education, February, 1972.

[19]Elizabeth Koontz. "The Changing Role of Women," Journal of Home Economics 63 (November, 1971):588.

[20]Ibid., p. 559.

programs.[21] The Vocational Act of 1963 provided for many of these new programs. At the present time, they are the only secondary school programs focusing on training personnel for services to homes and families, as well as for employment.[22]

It would appear that the high school home economics program is ideally suited for implementation of child care programs. The background course work of child development, family relations, health, personal grooming, nutrition, food preparation, management, and family finances, provide students with related understandings and skills. The nursery schools connected with the child development classes in the secondary schools offer excellent opportunities for training programs[23] for young adults--giving them entry skills as para-professional teacher aides in nursery schools and/or day care programs.

Options for secondary school students. Some academic educators suggest that occupational courses decrease individual options of secondary school students. This may be true in some courses for some students, but for most, options are

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[21]Joyce Terass, "Let's Get Going with Occupational Home Economics," Journal of Home Economics 66 (February, 1974):23.

[22]Mary Lou Hurt, "Vocational Home Economics-Present and Future," Journal of Home Economics 64 (May, 1972):26.

[23]Helen Sulek, Child Development Training Programs for Vocational Home Economics Teachers. Lincoln, Nebraska, April, 1967.

markedly increased. Information concerning these options has been summarized in PROJECT TALENT, a study which tested and followed up five percent of the U.S. high schools in 1961.[24] Westerberg states that home economics students who have completed child development courses at Eastern High School in Maryland, have prepared successfully for careers in early childhood education, child psychology, and pediatric nursing. Others have gone into jobs in hospitals, day care centers, and nurseries where their unique skills have made them desirable employees.[25]

An exploratory study in the city of Columbus, Ohio, attempted to discover how home economics teachers and persons associated with community agencies might interact in more effective teaching for all students. Agencies concerned with care of young children offered the most resources. Agency personnal focused on the disadvantaged and ranked the priority needs as (1) learning about effective personal and family relations, (2) child development and care, and (3) management.[26]

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[24]Rupert N. Evans, Foundations of Vocational Education Colombus, Ohio: Charles E. Merrill Publishing Co., 1971).

[25]Loraine Westerberg, "Child Development Laboratory: A Preview of Parenting," Journal of Home Economics 66 (February, 1974):27.

[26]Marjorie Smock Stewart, "The Feasibility of Interaction among Social Welfare Agency Personnel and Home Economics Teachers for the Well-Being of High School Students." (Ph.D. dissertation, Ohio State University, 1968, p. 10.

Significance of change in child nurture. The shift from the home to child care centers for child nurture has raised questions about the influence new agents will have on the values and attitudes transmitted to children during the formative years. The significance in the shaping of personality and character during this period of a child's life is well documented. Denenberg says:

> One question of great concern (referring to the effect of day care centers on infants and young children) is what experiences should these children receive? We have seen that events occurring in very early life have long lasting and powerful impacts on developing organisms. The manipulation of experiences (educational, emotional, physical, and others) offers the potential for great good or great harm.[27]

With the increased numbers of mothers working and children being cared for outside the home, there could be changes in the nature of values and attitudes. We know that variants from the established modes have always existed but since the early sixties, there has been a growing acceptance of a variety of values, attitudes, life styles, and ideologies.[28] Little is known about the influences that are shaping the feelings of this varied population.

There appears to be a need for greater knowledge about the relative influences of home and school on student

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[27]Victor H. Denenberg, Education of the Infant and Young Child (New York: Academic Press, Inc., 1970).

[28]Hurt, "Vocational Home Economics," p. 2.

attitudes. One facet of this is comparison of the relationship of attitudes among students, teachers, and parents. It could have a great deal to do with shaping of the attitudes of coming generations.

Need for and Significance of the Study

The responsibilities of home economics teachers have expanded markedly over the past ten years and now include occupation-related home economics, as well as consumer education and homemaking. Preparing high school students for gainful employment, then, is an added charge to home economics. One particular field of employment for which home economics now prepares students is child care. According to predictions, child development nursery school programs are increasing in secondary schools and will continue to do so.[29]

There is every indication that home economics education is in a position to have a profound effect on the attitudes of teachers who will be future facilitators of child development nursery school programs.[30] The results of this research, which was concerned with the sources of attitudes about child rearing practices, is attempting in a limited way, to serve as a means of informing the process of preparing home

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[29]Hurt, "Vocational Home Economics," p. 2.

[30]"The Women's Role Committee Speaks Out," Journal of Home Economics 65 (January 1973):10-15.

economics teachers. In addition, there was an expectation that the results might lead to information which could help increase trained personnel for child care agencies; determine the ability of the CRP Survey Instrument to discriminate among students, parents, and teachers in child rearing practices; and provide information on the reliability of the CRP Survey Instrument in comparing attitudes of students, teachers, and parents.

CHAPTER II

REVIEW OF THE LITERATURE

The literature search for this investigation focused first on the concept of attitudes and the process of attitude development to establish a conceptual base for the present study. Particular attention was given to instrumentation for inquiry into attitudes. Additionally, there was a search for information about the influences of parents and teachers on attitude formation and other factors affecting attitude modification. Each of these categories of inquiry holds substantive or methodological significance for this probe into parent, student, and teacher attitudes toward child rearing practices.

The Concept of Attitudes

Variables such as attitudes, values, beliefs, opinions, and other personality characteristics are generally included under the rubric of affective behavior. The term noncognitive is also often used to characterize these values to make them distinguishable from task-oriented variables, viz., aptitude or achievement. The study of attitudes has occupied a central place in the concerns of sociology and social psychology since the research construct was first established

in 1918 by Thomas and Znaniecki.[1] They conducted a monumental study of people in transition between two cultures, based on the analysis of letters exchanged between Polish peasants and their friends who had emigrated to the United States. For purposes of their study they regarded an attitude as ". . . an internalized counterpart of an external object, representing the individual's subjective tendencies to act toward that object."[2]

Theoretical Viewpoints

An impressive body of theoretical and empirical literature has accummulated since that study was completed. One problem that pervaded the literature reviewed for this investigation was that of definition itself. Attitude is defined from a variety of theoretical viewpoints. Thurstone defines it simply as "an affect for or against a psychological object."[3]

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[1]W. I. Thomas and F. Znaniecki, The Polish Peasant in Europe and America, Vol. 1 (Boston: Badger, 1918) quoted in S. B. Khan and Joel Weiss, "The Teaching of Affective Responses," Second Handbook on Teaching, ed. Robert M. Travers (Chicago: Rand McNally Company, 1973), p. 761.

[2]Ibid., p. 760.

[3]L. L. Thurstone, "The Measurement of Social Attitudes," Journal of Abnormal and Social Psychology 26 (May, 1931): 249-269.

Allport considered it as "organized through experience, exerting a direct and dynamic influence upon the individual's response to all objects and situations with which it is related."[4] Triandis suggested that "attitudes are ideas charged with emotion which predisposes action to particular social situations."[5] Similarly, Rokeach stated:

> An attitude is a relatively enduring organization of beliefs around an object of situation, predisposing one to respond in some preferential manner and represents knowledge or view of the world.[6]

Sherif and Sherif consider that when people talk about attitudes they are talking about what a person has learned in the process of becoming a member of a family or group and of society, which helps him to react to his social world in a consistent and characteristic way. Moreover, they feel that a person's attitudes are always inferred from some comparison, some choice, or a decision among alternatives. These choices imply a judgmental process.[7]

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[4]G. W. Allport, Attitudes, quoted in C. A. Murchison (Ed.), A Handbook of Social Psychology (Worcester, Mass.: Clark University Press, 1935), pp. 798-844.

[5]Harry C. Triandis, Attitude and Attitude Change (New York: John Wiley and Sons, Inc., 1971), p. 2.

[6]Milton Rokeach, Attitudes and Values (San Francisco: Jossey Bass, Inc., 1968), p. 112.

[7]Carolyn Sherif and Muzafer Sherif, Attitude Ego - Involvement and Change (New York: John Wiley and Sons, Inc., 1967), p. 2.

From the literature which struggles with definition of attitude it was possible to discern sufficient common ground to derive a useful operational definition for purposes of this investigation, namely a predisposition toward anything, any person, or idea. What would seem important here is the implicit relationship between attitudes and behavior underlying the intent to enlarge upon the knowledge of attitude development among those who will be child rearing in the next generation as parents, surrogate parents, or both, manifesting their attitudes in child rearing practices.

Attitude Development

Personality traits, including attitudes, develop quite early in childhood as a result of learning, experience, and interaction with people. Most theories of personality hypothesize that there is a rapid growth in all of the different personality characteristics during infancy and early childhood, marked changes during adolescence, and then small changes throughout the post-adolescent periods.[8] By the time a child has entered school he has already acquired both desirable and undesirable attitudes.

The role of school in attitude development. It becomes the task of the school to provide an educational climate

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[8]S. B. Khan and Joel Weiss, "The Teaching of Affective Responses," Second Handbook on Teaching, ed. Robert M. Travers (Chicago: Rand McNally Company, 1973), p. 761.

where every student can have positive day-to-day encounters and experiences. This study purports to offer some evidence of the impact of schooling on the reinforcement and development of attitudes, particularly as it relates to child rearing.

Instrumentation for Inquiry into Attitudes

The most frequently used procedure for measuring attitudes has been the administration of a collection of questions or statements to representatives of a population whose attitudes are being studied. For analyzing data collected in this fashion, several methods for scaling attitudes have been developed. Most prominent among these are paired comparisons (Thurstone),[9] summated ratings (Likert),[10] and scalograms (Guttman).[11] The majority of the scales noted in the literature have been developed through summated ratings. Out of 176 scales reported by Shaw and Wright[12] for measuring

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[9]L. L. Thurstone, "The Method of Paired Comparisons for Social Values," Journal of Abnormal and Social Psychology 21 (April-June, 1927):338-400.

[10]R. A. Likert, "A Technique for the Measurement of Attitudes," Archives of Psychology, 1932, Whole No. 140 quoted in Khan and Weiss, "Teaching Affective Responses," p. 764.

[11]L. Guttman, "A Basis for Scaling Qualitative Data," American Sociological Review 9 (April, 1944):139-150.

[12]Marvin C. Shaw and Jack M. Wright, Scales for the Measurement of Attitudes (McGraw-Hill Book Company, 1967), pp. 38-40.

attitudes, nearly two-thirds are Likert-type scales. Scale discrimination, scalograms, and other techniques appear to be used infrequently. The popularity of the Likert-type scales can be attributed to the ease of construction and reliability, as well as recognition that other methods are more complex and, consequently, less manageable.

The decision to search for a survey instrument utilizing a Likert-type scale was predicated on the disclosures of the literature. Both the nature of the inquiry--a comparison of attitudes toward child rearing practices--and the populations under study--parents, students, teachers, and student teachers--appeared well suited to such an instrument.

Frequently used attitude scales. Several self-report instruments have been developed for measuring teachers' and students' attitudes toward each other and toward courses. By far the most popular instrument for measurement of teacher attitudes is the Minnesota Teacher Attitude Inventory Inventory (MTAI).[13] More than fifty research studies using this scale have been reported. It was designed to measure those attitudes of a teacher which predict how well he will get along with pupils. The assumption is that teachers who score high on this instrument should be able to maintain better relationships with students than those teachers who have low

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[13] W. W. Cook, C. H. Leeds and R. Callis, The Minnesota Teacher Attitude Inventory (New York: Psychological Corp., 1951), p. 3.

scores. The authoritarian (F) scale has been used in many studies. Remmers studied the relationship between the F-scale scores of graduate students in education (most of whom were teachers or administrators) with nine other variables. Six positive correlations were reported for this scale.[14] Other projective techniques which have been used occasionally for measurement of attitudes include sentence completion, essays, and ambiguous drawings.

Disguised testing techniques. Since self-report techniques have been found to be susceptible to faking, it has been suggested that an alternative approach be used--that of indirect or disguised testing. Loree summarizes several studies using these techniques.[15] In view, however, of the difficulties associated with observation in natural settings and ethical and moral issues involved in disguised testing, self-report inventories continue to be the major means for data collection.

The methodology of content analysis appears to be gaining acceptance in some fields, and there are indications that educational researchers are beginning to recognize its potential. Kerlinger describes content analysis in these terms:

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[14]H. H. Remmers, "Relationships Between Eight Variables and F Test Scores of Teachers," Journal of Educational Psychology 45 (November, 1954):427-431.

[15]M. R. Loree, "Shaping Teacher's Attitudes," ed. B. O. Smith, Research in Teacher Education (Englewood Cliffs, N.J.: Prentice Hall, 1971), pp. 99-118.

> It is a method of observation. Instead of observing people's behavior directly, or asking them to respond to scales, or interviewing them, the investigator takes the communications people have produced and asks questions of the communications.[16]

The foregoing portion of the literature review has incorporated relevant issues involved in theory and measurement of attitudes and, in part, furnishes a rationale for instrumentation in the design of this study. Following are summaries of significant studies of child rearing practices which utilize the methodologies described above. These studies are primarily concerned with establishing causal relationships in the process of attitude formation.

Influences of Parental Attitudes

Two universally acknowledged agents influencing attitude formation in succeeding generations are parents and teachers. Because the focus of this study has been on the degree of consonance among parents, students, and teachers as regards attitudes toward child rearing practices, the review of the literature related to parent and teacher attitudes is self-evident. Immediately below are summaries of representative studies of parent attitudes, selected in part for their reflection of the characteristic ways in which parental attitudes complement or complicate the task of the home economics

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[16] F. N. Kerlinger, Foundations of Behavioral Research, (New York: Holt, Rinehart, & Winston, 1964) quoted in Khan and Weiss, "Teaching Affective Responses," p. 764.

teacher in developing attitudes toward child rearing. (For studies of teacher attitudes see the next section.)

Use of rating scales. One of the very earliest endeavors to evaluate parental attitudes was pursued by Fitz-Simons in 1935.[17] Through use of a rating scale, he determined that a group of children judged to be rejected by both mother and father had the greatest number of behavior problems. Read (1945), using the Stogdill and Goddard Questionnaire, measured attitudes toward parental control and child behavior as rated by nursery school teachers. She discovered that mothers who expressed approval of freedom for children had children whose behavior was judged more favorable than unfavorable.[18] Radke (1946), who constructed scales of parental attitudes for the areas of autocratic or democratic control of the child, amount and area of restriction on the child, amount of freedom, and severity or mildness of punishment, concluded that unfavorable conduct of the child was related to autocratic, restrictive, and parental behavior including severe discipline.[19]

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[17]M. J. Fitz-Simons, Some Parent - Child Relationships as Shown in Clinical Case Studies (New York: Teachers College Press, 1935).

[18]K. H. Read, "Parent's Expressed Attitudes and Children's Behavior," Journal of Consulting Psychology 9 (March-April, 1945):95-100.

[19]Marian J. Radke, The Relation of Parental Authority to Children's Behavior and Attitudes (Minneapolis, Minn.: The University of Minnesota Press, 1946).

Dielman and Cattell developed a child rearing practice questionnaire for parents, and a behavior problem check for children.[20] Their employment of these instruments revealed use of discipline as positively related to behavior problems. Discipline problems were significantly related to lack of affection and parental inclination to being easily annoyed by children. Evidence was presented linking patterns of child rearing and deviant behavior. Swift reported that parents who expressed a lower need to control the behavior of their children appeared concurrently to feel that their own lives were enriched, constructive, and productive. Higher control parents were less secure, more uncertain, and unfulfilled as individuals.[21]

Significant correlations. Radin and Glassar discovered significant correlations in a study of the relationship between parental child rearing practices and intellectual functioning.[22] IQ correlated positively with parental nurturance and negatively with parental restrictiveness. In

[20]T. E. Dielman and R. B. Cattell, "The Predictions of behavior Problems in 6-8-Year Old Children From Mothers' Reports of Child-Rearing Practices," Journal of Clinical Psychology 28 (January, 1972):13-17.

[21]Marshall S. Swift, "Parent Child-Rearing Attitudes and Psychological Health of the Parent," (Ph.D. dissertation, Syracuse University, 1966).

[22]Norma Radin and Paul Glassar, "The Utility of the Parental Attitude Research Instrumentation for Intervention Programs with Low-Income Families," Journal of Marriage and the Family (August, 1972), pp. 448-458.

exploring the relationship between child concept and parental attitudes, Florence Blades Mote reported that positive child attitudes and high ability achievement were linked with a supportive home environment.[23] At the same time, Richard Berg compared mother attitudes on child rearing and family life with achieving and underachieving elementary school children.[24] Through pattern analysis, he determined that mothers of achievers tended to be more permissive, stimulated greater child independence, were more receptive of the child rearing role, had less concern for maternal control of the child, and expressed positive attitudes about family life and child rearing. Mothers of underachievers responded conversely to each of these variables.

Patterson, Block, and Block made comparisons of child rearing attitudes among parents of normal, neurotic, and schizophrenic children through the use of scales.[25] A significant finding was that parents of schizophrenic children

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[23]Florence Blades Mote, "The Relationship Between Child Self Concept in School and Parental Attitudes and Behaviors in School," (EdD dissertation, Stanford University, 1966).

[24]Richard Hamilton Berg, "Mothers Attitudes on Child Rearing and Family Life Compared for Achieving and Underachieving Elementary Children," (EdD dissertation, University of Southern California, 1963).

[25]Virginia Patterson, Jeanne Block and Jack Block, "Attitudinal and Developmental Data from Parents of Disturbed and Normal Children," quoted in S. Szurek, Clinical Studies in Childhood Psychoses (New York: Brunner/Mazel, 1973).

tried to teach their children mastery of development skills at a much earlier age than did other parents. In a longitudinal study of mothers and fathers who had married while in high school, DeLissovoy discovered unrealistic expectation of child development and a general disappointment in their lives.[26] He expressed some reservation about his findings on the basis of an atypical sample.

Self Esteem. Stanley Coopersmith points out that pervasive and significant differences are found in the experiential and social behaviors of persons who differ in self esteem. Persons high in their own estimation approach tasks and people with the expectation that they will be well received and successful. Their attitudes and expectations lead not only to great social independence and creativity but to more assertive and vigorous social action. In contrast, those persons with low self esteem tend to live in the shadows of a social group, listening rather than participating. In general, parents who have positive attitudes about themselves and the world tend to have children with similar attitudes. Coopersmith has contributed extensively to the literature on the subject of self concept and attitude behavior.[27]

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[26]Vladimir DeLissovoy, "Child Care by Adolescent Parents," Children Today 2 (July-August, 1973):22-25.

[27]Stanley Coopersmith, The Antecedent of Self-Esteem (San Francisco: W. H. Freeman and Co., 1967), p. 70.

There is increasing evidence that a mother's support and affection for her children, as shown in physical and verbal responses, seem to have positive influence in relation to levels of achievement. Supportive attitudes tend to release the child's ability to concentrate on mastery of tasks and increase his sense of competence and willingness to explore and test his own abilities. Children who are worried about relationships with parents or other family members may fail in what they attempt to do.[28]

In a study that is peripherally related to the present inquiry, Morris concluded that increased knowledge of child care improves understanding of self and others.[29] The focus of her study was on the attitudes and interests of high school girls in relation to early childhood education.

The studies cited above are in varying degree instructive to the home economist. They speak not only to the child rearing role, but to the wholesome development of the self, as well as its impact on attitudes toward child rearing.

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[28]Robert Hess and Doreen J. Croft, Teachers of Young Children (New York: Houghton Mifflin Co., 1972), p. 20.

[29]Mary Ann Powell Morris, "Attitudes and Interests of High School Girls Toward Early Childhood Education," (Master's Thesis, Texas Woman's University, 1972).

Influences of Teacher Attitudes

Goldenberg studied social class differences among teachers as a variable impinging on their attitudes toward children.[30] Results revealed that middle class teachers were significantly more permissive and less puritanical in outlook, showing evidence of pleasure in emotional aspects of teacher-pupil relationships. At the same time they were less authoritative toward children than lower class teachers.

Egan, in an investigation of incidental learning of attitudes toward subject matter, found that student attitudes were by and large congruent with attitudes of their teachers.[31] Bereiter and Engleman at the same time, suggest the teacher as someone who by direct, highly controlled instruction, can nourish not only positive learning attitudes and abilities, but also divergent thinking and creative spontaneity in tasks.[32] The findings of a study by Marshall, Hobart, Cox, Macgruder, and Ringo indicated that a classroom

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[30]Irene Goldenberg, "Social Class Differences in Teacher Attitude Toward Child Development," Child Development 42 (November, 1971):1637-40.

[31]A. L. Egan, "Incidental Learning, A Study of Attitudes," Education 93 (April-May, 1973):40-42.

[32]C. Bereiter and S. Engleman, Teaching Disadvantaged Children in the Pre School (Englewood Cliffs, N.J.: Prentice Hall, 1966), p. 512.

teacher can modify the attitudes of individual students toward guidance of children.[33]

Educational reporting of attitudes. After administering a 100-item questionnaire to students before and after a course in principles of secondary education, Remmers, Dodds, and Brasch reported several significant, positive attitude changes--namely, recognition of individual differences, formal discipline, and personality development.[34]

Brim reports significant changes toward more positive attitudes as a result of theory courses in education.[35] Yee tested the hypothesis that cooperating teachers were a significant source of influence in student teaching.[36] He found that the attitudes of student teachers toward young people were generally influenced by their cooperating teachers. Weinstock and Peccolo reported that after practice teaching

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[33]Helen R. Marshall, Jean G. Hobart, Barbara J. Cox, and Lucille MacGruder, "Modification of Student Attitudes on Guidance of Children Scales Through Classroom Teaching," Journal of Home Economics 52 (March, 1960):185-190.

[34]H. H. Remmers, B. L. Dodds and I. W. Brasch, "A Study of Changes in Attitudes Toward Education," School and Society 55 (1942):593-596.

[35]B. J. Brim, "Attitude Change in Teacher-Education Students," Journal of Educational Research 59 (July-August, 1966):441-445.

[36]Albert H. Yee, "Factors Involved in Determining the Relationship Between Teachers' and Pupils Attitudes," (EdD dissertation, College of Education, University of Texas at Austin, 1966).

elementary school teachers were more logically consistent in their views and had more favorable attitudes than secondary teachers.[37]

Negative attitudes of student teachers toward practice teaching, Jacobs found, led to more negative, rigid, and authoritarian behavior after the practice teaching experience.[38] Nor would there seem to be much hope of altering an initially negative set of attitudes. According to Horowitz, cooperating teachers are not influencial in bringing about change in student teachers' expectations and perceptions.[39]

Although evidence on the effects of teacher education is inconclusive and often contradictory, several research studies included in the literature of this paper have indicated that student teachers' attitudes become negative after coming into contact with the realities of the classroom. It is important, then, that teacher educators make every effort to improve the conditions under which practice teaching is carried out. This experience should be positive and meaningful

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[37]H. R. Weinstock and C. M. Peccolo, "Do Student's Ideas and Attitudes Survive Practice Teaching," Elementary School Journal 70 (January, 1970):210-218.

[38]E. B. Jacobs, "Attitude Change in Teacher Education: An Inquiry into the Role of Attitudes in Changing Teacher Behavior," Journal of Teacher Education (Fall, 1968), pp. 410-415.

[39]M. Horowitz, "Student Teaching Experiences and Attitudes of Student Teachers," Journal of Teacher Education 19 (1968): 317-324.

in order that as future teachers they may be able to create a classroom which, in turn, will have a positive influence on both cognitive and affective outcomes.[40]

The research and writings of Bandura have been particularly effective in showing how much influence models have on the behaviors of small children. He has established that children will imitate and take on the behavior they have seen in others, particularly those they respect or admire or whose attitudes have impressed them. We cannot overestimate how much influence teachers may have on children.[41]

The final category of literature reviewed for this investigation includes studies relating to factors attendant upon attitude modification.

Attitude Modification

Two types of attitude change have been defined by Brech, Crutchfield, and Ballackey. An attitude change is said to be congruent if the change occurs in the direction of an attitude which is existent. If the change is in the opposite direction, it is said to be incongruent. They hypothesize that:

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[40]S. B. Khan, and Joel Weiss, "The Teaching of Effective Responses," Second Handbook of Research on Teaching, ed. Robert M. Travers (Chicago: Rand McNally Company, 1973), p. 787.

[41]A. Bandura, D. Ross, S. A. Ross, "Transmission of Aggression Through Imitation of Aggressive Models," Journal of Abnormal Psychology 63 (1961):575-582.

> Other things being equal, it is easier to produce congruent changes than incongruent change. Further, the modifiability of an attitude is a function of various characteristics of an attitude system (Extremeness, complexity, consistency, etc.) and the personality and group affiliation of the individual.[42]

Bloom has suggested that the extent to which one's attitudes are modifiable depends on the way in which they were acquired and how they related to oneself. He thinks that attitudes toward objects not immediately related to self may be easier to change than attitudes in the form of superstitions and prejudices, as well as those based on early home or religious training.[43]

Summary. The particular concern of this study has been with the consonance of attitudes toward child rearing among parents and surrogates. The selected studies cited in this review reflect a body of literature that speaks to the ways in which a child's cumulative day-to-day encounters and experiences result in positive or negative attitudes concerning himself and the world in which he lives. The most critical years for attitude formation are those of early childhood, and since the major actors in that scene are parents and their surrogates (the teachers in child-care centers) a better understanding of their attitudes toward children is in order.

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[42] D. Krech, R. S. Crutchfield, and E. L. Ballachey, Individual in Society (New York: McGraw-Hill, 1962).

[43] B. S. Bloom, Stability and Change in Human Characteristics (New York: John Wiley, 1964), p. 40.

CHAPTER III

PROCEDURES USED IN COLLECTION AND TREATMENT OF DATA

This study is directly concerned with attitudes concerning child rearing practices of secondary school home economics students, their parents, teachers, and home economics student teachers. The major interest is with respect to attitudinal differences.

Selection of Instrument

A complete search on child rearing attitudes, child care curriculum, and assessment instruments was ordered specifically for this study from the Career Education Dissemination Services (Cedis). This search turned up twenty-one abstracts. Hermona A. Dayag, Information Specialist for Cedis, divided the final information package into two parts: child rearing attitudes and curriculums for the secondary school levels. Another search, on attitudes concerning child rearing practices of students, teachers, and parents, was carried out by Florence A. Summerlin, Technical Specialist for the National Institute of Mental Health. This literature investigation resulted in 110 abstracts related to attitudes.

Fifteen letters were mailed to well-known child development centers across the nation, requesting information on studies or scales developed on attitudes concerning child

rearing practices. One reply is included with this paper. (See Appendix B.)

Although there are thousands of attitude scales which have been used extensively in research studies, this researcher found only three scales which could assess this particular problem. One attitude scale which had seemed to have promise was PARI (Parental Attitude Research Instrument) by Schaefer and Bell.[1] While attempting to determine whether PARI might be useful, the investigator located a research review by Becker and Krug in Child Development. They suggested that, even though the PARI instrument had been widely used for a variety of studies, results were theoretically meaningless--except perhaps in studies of homogeneous, middle-class parents. Shaw and Wright mentioned in their volume, Scales for the Measurement of Attitudes,[2] that they did not include PARI because the authors themselves had expressed reservations concerning its use.

In a review of literature concerning measurement scales, G. B. Khan and Joel Weiss related the following:

> The most recent attempts to report data on scales used in previous research are Bonjean, Hill and McLemore (1967) and Shaw and Wright (1967). Although the

[1]Earl S. Schaefer and Richard Q. Bell, "Development of a Parental Attitude Research Instrument," Child Development 29 (September, 1958):340-361.

[2]Marvin C. Shaw and Jack M. Wright, Scales for the Measurement of Attitudes (McGraw-Hill Book Company, 1967), pp. 38-40.

approach to the inventory and classification is different, the intent of both volumes is an emphasis on the use of existing scales in future research.[3]

In an analysis of 2,080 scales, which had appeared in journals over a twelve-year period, Bonjean, Hill, and McLemore reported that only 47 or 2.26 percent had been utilized more than five times.[4]

Included in Shaw and Wright's collection was a series of scales by William Itkin.[5] The investigator reviewed an article about Itkin's research in the Journal of Genetic Psychology--"Some Relationships Between Intra-family Attitudes and Pre-parental Attitudes toward Children."[6] After weighing all the factors involved in this search, the investigator selected Itkin's Scale I[7] for use in this study.

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[3]S. B. Khan and Joel Weiss, "The Teaching of Affective Responses," in Second Handbook on Teaching, ed. Robert M. Travers (Chicago: Rand McNally Company, 1973), p. 776.

[4]C. M. Bonjean, R. J. Hill and S. Dale McLemore, Sociological Measurement: An Inventory of Scales and Indices (San Francisco: Chandler Publishing Co., 1967), p. 1.

[5]"A Survey of Opinions Regarding the Discipline of Children," (Itkin, 1952) cited by Marvin C. Shaw and Jack M. Wright Scales for the Measurement of Attitudes (McGraw-Hill Book Company, 1967), pp. 38-40.

[6]William Itkin, "Some Relationships Between Intra-family Attitudes and Pre-parental Attitudes Toward Children," Journal of Genetic Psychology (June, 1952), pp. 221-252.

[7]Shaw, A Measurement of Attitudes, pp. 38-40.

Review of the Itkin Study

Itkin tested the hypothesis that pre-parental attitudes towards children, that is, individuals' attitudes toward children prior to their becoming parents, were related to their attitudes toward their parents and their parents' attitudes toward children in general, and towards them in particular.

The subjects used for the major part of the 1952 Itkin study were students and parents of students in psychology and sociology classes of three junior colleges in Chicago. Five Likert-type attitude scales were constructed for use in this study: (a) Scale I: Attitudes toward children (Acceptance-Rejection). This scale consisted of thirty statements about various aspects of parental treatment of children. Each item alternative suggested either acceptance or rejection of the statement. Similar to all Likert scales, each item was assigned a weight ranging from one to five; (b) Scale II: Attitudes toward the supervision or control of children (Dominance-Submission); (c) Scale III: Attitude of parents toward the student subjects; (d) Scale IV-F: Attitude toward the father; Scale IV-M: Attitude toward the mother; (e) Scale V-F (1): Mother's dominance-submissiveness of control as judged by subject; Scale V-F (2): Attitude toward the supervision exercised by the father; Scale V-M (2): Attitude toward the supervision exercised by the mother.

The provisional forms were constructed by Itkin on a basis of a review of literature and administered to a sample group of parents and students. The scales were subjected to an internal consistency analysis, and they were revised on the basis of the results of analysis. The final scales were administered to the student group of more than 400 students and their parents.

Corrected split-half reliabilities of the attitude scales ranged from .79 to .97 and were below .90 in the case of two scales, V-F (1) and V-M (1). The scales were then subjected to an item analysis. On the basis of this analysis, they were judged to have had satisfactory item validity. Scales V-F (1) and V-M (1), which were the lowest in reliability, were also the weakest scales from the standpoint of item validity.[8]

In an effort to employ an external criterion of validity, scores on the attitude scales were correlated with self-ratings. These correlations ranged from .799 to .798 for scales IV-F and IV-M, from .62 to .67 for Scales III, V-F (1), VF (2) and V-M (2); and 1.0 to .51 for the others. These results were interpreted by Itkin as an indication of positive validity for some of the scales.[9]

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[8]Itkin, "Intra-family Attitudes," pp. 248-250.

[9]Ibid.

In view of the questionable validity of self-ratings and criterion of all the attitudes Itkin was concerned with, he concluded that further research would be required for establishing validity with an external criterion. Definite conclusions were not drawn as to the degree of relationship between pre-parental attitudes and the intra-family factors studied. The findings were interpreted as supporting the hypothesis that pre-marital intra-family factors are significantly related to college students' attitudes toward children. In addition, these factors might be related to parental attitudes toward children. Itkin suggested that there are other factors in addition to the intra-family factors which affect the development of attitudes toward children. Itkin concluded by saying that the reliability and internal consistency of the attitude scales employed in his study had been demonstrated and that the scales might be useful for research in the field of teacher education.[10]

Description of the Instrument

The CRP Survey Instrument, an attitude scale chosen for instrumentation of this study, was developed by the Likert numerating rating procedures. The last four items, which were multiple choice, deviated from the usual Likert form. Psychologists and sociologists have used this method to

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[10]Ibid.

improve the accuracy of expressed opinions as they ask respondents to indicate the degree of their agreement or disagreement with a series of statements about a controversial subject.[11] One reason for selecting the Likert Method of Summated Ratings was that it dispenses with the panel of judges required when using other instruments, such as the Thurstone Technique of Scaled Values. The coefficient of correlation between the Likert scale and Thurstone's scale is +.92 in at least one research study.[12]

The scale consisted of 30 statements about various aspects of parental treatments of children. Summers, in his discussion of scale development says:

> It has been demonstrated that if one constructs and scores a scale by the Likert Method, 20 or 25 items are usually enough to produce a reliability coefficient of .90 or more.[13]

The particular concern of this attitude scale was with acceptance-rejection response. Some of the items involved aggression, praise, discipline, indulgence, dependence, and sexuality. The first 26 items were standard Likert items; the last four were multiple choice items.

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[11]John W. Best, Research in Education (Second Edition; Englewood Cliffs: Prentice-Hall, Inc., 1970), p. 174.

[12]Ibid., p. 174.

[13]Gene Summers, Attitude Measurement (Chicago: Rand McNally & Co., 1970), p. 171.

Response mode. The Likert-type items in the Itkin instrument used a five alternative response mode: strongly agree, agree, uncertain, disagree, strongly disagree. The subjects responded to each item (1-26) by underlining the chosen alternative. For the multiple choice items (27-30), the subject responded by checking one of the alternatives provided.

Robyn M. Dawes, in Fundamentals of Attitude Measurement says:

> The rating scale response is a constrained verbalization--one which is less time consuming, less ambiguous, and guaranteed to be more relevant than a response to an open question. In addition, since responses are shorter than unconstrained responses, it is possible to obtain more of them in a given period of time.[14]

Scoring. Each item alternative was assigned a weight ranging from 1 to 5. For items 1 through 26, the weighing was for "strongly agree," 5; for "agree," 4; for "undecided," 3; for "disagree," 2; and for "strongly disagree," 1. The item weights were given beside each alternative for the last four items, again with a range from 5 to 1. The attitude score on the scale was the sum of the item scores. The theoretical range was from 30 to 150, with the higher score indicating the more favorable attitude toward acceptance and positive treatment of children.

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[14]Robyn M. Dawes, Fundamentals of Attitude Measurement (New York: John Wiley and Sons, Inc., 1972), p. 112.

Although the closed and structured type of opinionnaire has the advantage of being qualifiable and is considered more quantifiable for analysis, it possesses the disadvantage of often failing to reveal motives or to distinguish shades of meaning. The danger of introducing rigidity into the investigative procedures is also present in the structured format. The advantages os using a standardized opinionnaire, however, outweigh the disadvantages inherent in the instrument. Sax supports using a questionnaire over an interview by observing that ". . . if we can standardize not only the form of the items but also the conditions under which questions will be answered,. . . then the advantages are in favor of the questionnaire over the interview."[15]

Subjects of the Study

The subjects participating in this study included 172 secondary school home economics child development students from eleven eleven secondary schools across the state of Massachusetts (see Table 1 and map in Appendix K, which shows geographical distribution of these schools.), their thirteen home economics teachers (two schools had a team of two teachers), one parent or guardian of each student, and 91 home economics student

[15]Gilbert Sax, Empirical Foundations of Educational Research (Englewood Cliffs: Prentice-Hall, Inc., 1970), p. 173.

Teachers from Framingham State College and the University of Massachusetts at Amherst.

TABLE 1

SCHOOLS PARTICIPATING IN STUDY

School Code		Name of School
1	A	Amherst Regional High School
2	B	Athol Regional High School
3	C	Barnstable High School
4	D	Minnechaug Regional High School
5	E	Montachusett Vocational High School
6	F	Pioneer Valley Regional High School
7	G	Plymouth Carver High School
8	H	Smith Vocational High School
9	I	Watchusett Regional High School
10	J	Westfield High School
11	K	Weymouth North High School
12	L	Framingham State College
13	M	University of Massachusetts at Amherst

The home economics child development classes ranged in enrollment from five to thirty students. The home economics teachers teaching these classes have been trained in a number of different institutions, have taught from one to twelve

years, and have had innumerable kinds of teaching experiences (see Table 2). The schools (see Table 1) were located in communities where the population ranged from 2,631 to 54,610 and were both rural and suburban.[16]

All schools were selected for the following reasons:. (1) Their home economics programs included child development classes; (2) Each school had a nursery school component, and (3) Each expressed a willingness to cooperate.

Cooperation of the eleven schools (see Table 1) was obtained by telephoning an administrator in each school at which time the investigator explained the study and the attitude scale. A copy of the questionnaire was sent to three schools for review as requested. In addition, two schools requested a brief report on the purpose of the study, the questions to be raised and the procedures. One school required that a letter explaining the nature and purpose of the survey be mailed to each parent before the questionnaire could be given in that school (see Appendix D).

This investigator made arrangements with the Director of Home Economics Education at Framingham State College and the Director of the Division of Home Economics at the University of Massachusetts for the 1974-75 student-teacher participation in this study.

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[16]U.S. Department of Commerce Bureau of the Census. General Population Characteristics, 1970.

TABLE 2

PROFESSIONAL PROFILES OF PARTICIPATING TEACHERS

Schools	Years of Teaching	Teaching Experience	Degrees, Majors and Colleges
A	12	Kindergarten, fifth, sixth and eighth grades, home economics in high school	B.A.--Speech, Michigan State M.A.--Elementary Education, Michigan State EdD.--Candidate in Leadership and Administration, University of Massachusetts, Amherst
B	1	Home economics, seniors in high school	B.A.--Home Economics Education, Framingham State
C_1	7	Home economics, junior and senior high school	B.S.--Home Economics Education, Iowa State M.S.--University of Southern Mississippi. Presently doing graduate work at Simmons College
C_2	6	English, psychology, and home economics, senior high school	B.A.--English and Psychology, University of Colorado M.A.T.--University of New Hampshire

(C_1 and C_2 are members of a two-teacher department.)

TABLE 2--Continued

Schools	Years of Teaching	Teaching Experience	Degrees, Majors and Colleges
D	4	Home economics, senior high school	B.A.--Home Economics. Presently doing graduate work at the University of Massachusetts, Amherst
E	6	Third grade, home economics, high school	B.A.--Elementary Education, Fresno State University M.E.d.--Lesley College
F	4	Home economics,	B.S.--Home Economics Education, University of Massachusetts, Amherst, Presently enrolled in graduate program at the University of Massachusetts, Amherst
G	4	Home economics, senior high	B.S.--Home Economics Education, Framingham State College M.S.--Home Economics Education, University of Massachusetts, Amherst.
H_1	4	Fourth grade in campus school, home economics, senior high	A.B.--Pre-school and Elementary Education, Smith EdM--Smith

(H_1 is a member of a two-teacher department.)

TABLE 2--Continued

Schools	Years of Teaching	Teaching Experience	Degrees, Majors and Colleges
H_2	4	Special education, home economics, high school	B.A.--Sociology, Colby College M.E.d--Early Childhood, Lesley College
I	6	Home economics, high school	B.S.--Home Economics Education, University of Massachusetts at Amherst. Enrolled in Masters program at Worcester State
J	1	Home economics, high school	B.A.--Home Economics Education, St. Joseph's College
K	8	Home economics, high school	B.S.--Home Economics Education, Framingham State

(H_2 is a member of a two-teacher department.)

Procedures in Collecting Data

The investigator telephoned and received permission from the principal, the head of the Home Economics Department, and the child development teacher at Granby High School (Massachusetts), to pilot test the attitude survey in a child development class. The researcher administered the survey to the pilot group (N = 22) during the following week.

The home economics teacher explained to the students that they would be assisting the investigator by responding to a questionnaire. After a brief explanation of the study (found in Appendix E), the investigator went through the directions of the attitude survey. The teacher and students were requested to consider three questions which had been placed on a portable blackboard (observe in Appendix E) while completing the attitude survey. Their responses to these questions were considered and incorporated in the final draft of the CRP Survey Instrument. Several recommendations were essentially responses to issues concerning care of children.

The investigator telephoned each of the home economics teachers in the eleven schools participating in the study to set up a schedule (see Appendix L) of site visits to personally administer the survey of attitudes. Over a three-week period she administered the survey to students and teachers in ten of the eleven schools. Because it was impossible for the home economics teacher at School G to arrange class time

for the survey when the researcher visited the school, she administered the survey herself the following day and mailed the completed instruments to the researcher. The teacher followed the protocol (see Appendix F) established by the researcher to achieve consistency in her own administration of the survey.

A uniform procedure was followed at each of the schools visited. After being introduced to the class by the home economics child development teacher, the researcher explained the purpose of the survey and then gave specific directions for what the student participants were to do (see Appendix F).

First, each student was asked to place on a coded master sheet (see Appendix G) his own name, the name of one parent or guardian (the one he wished to have complete the survey instrument), and his complete mailing address. The researcher explained that the purpose of the coding was to keep track of mailed returns from parents. Students were assured that since no one was asked to place his name on the survey, each student or parent survey could remain anonymous.

Secondly, they were asked to place the chosen code number in the left hand bottom corner of the stamped envelope addressed to the investigator. Then they were asked to address the second envelope to the parent or guardian and place the first envelope inside the one they addressed. After the Master Code sheets and the envelopes were completed,

the students and teacher were administered the attitude survey (see Appendix A) by the investigator.

The following day, the investigator placed a survey and letter enclosure (see Appendix H) in the envelopes addressed to parents and mailed them. At the end of two weeks the parent returns were checked on the master sheet. A letter was sent to the home economics teacher requesting that she remind each student to remind his or her parent to return the survey if they had not yet done so. Enclosed within this letter was a check list of parents who had not responded. At the end of three weeks a special letter of request (see Appendix M) was mailed to each parent who had failed to respond to the initial request.

The investigator visited Framingham State College and administered the attitude questionnaire to one group of student teachers during their on-campus seminar (see Appendix I). The supervisor of student teachers gave the attitude survey to the second group of students, following the procedures of the investigator (see Appendix I).

After discussing the procedures with the investigator (observe in Appendix I), the supervising teachers at the University of Massachusetts at Amherst administered the attitude survey to their students during seminars. The remaining group of twenty 1974-75 student teachers were sent a letter explaining the study (see Appendix J) with an attitude survey

and a stamped, addressed envelope and asked to return them to the investigator within five days.

Parent returns were completely tabulated four weeks from the day the last attitude surveys were mailed. School H was the only school in the study with less than a fifty percent response. The home economics teacher of that particular school was contacted by the investigator who, at her suggestion, delivered additional copies for each parent who had not returned an attitude survey. The teacher then requested that each student, whose parent response was in question, take another attitude survey home; at the same time, she suggested that the first copy might have been misplaced.

A personal letter of appreciation was mailed by the investigator to the home economics teachers and child development students for their cooperation in this study.

Procedures in Treating Data

These data were collected by the investigator during the fall semester of 1974. Item responses from each survey were placed by hand on coding forms and then transferred to tab cards. Processing was done with a revised version of the Statistical Package from the Social Sciences (Nie, Bent, and Hull)[17] at the University of Massachusetts Computing Center.

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[17]Norman H. Nie, Dale H. Bent and Hadlai Hull, SPSS Statistical Package for the Social Sciences (New York: Mcgraw/Hill, 1970).

The reliability of the CRP Survey Instrument was estimated using Cronbach's (1951) formula for coefficient Alpha.[18]

Analysis of Variance

Before reaching a decision regarding the appropriateness of Analysis of Variance[19] for this research task, the actual research design and the purpose of the intended statistical analysis were considered. In this instance, the purpose was to determine the significance of mean differences among responses of the students, parents, teachers, and student teachers. Analysis of variance appeared to be most suitable. Johnson and Jackson state ". . . An exceedingly useful and important statistical method, called the analysis of variance, is based upon a comparison of the component parts of the variance."[20]

Research theorists suggest that there are assumptions underlying the use of analysis of variance--namely, random sampling and homogeneous grouping.[21]

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[18]L. J. Cronbach, "Coefficient Alpha and the Internal Structure of Tests," Psychometrika 16 (September, 1951): 297-334.

[19]W. James Popham, Educational Statistics (New York: Harper and Row, 1967), pp. 164-188.

[20]Palmer O. Jackson and Robert W. Jackson, Introduction to Statistical Method (New York: Prentice-Hall, Inc., 1953), p. 150.

[21]Popham, Educational Statistics, p. 179.

Sub Groups Tested

There were not enough child development nursery school programs in the State of Massachusetts to obtain a true random sample. Selection of participating schools was made from the Massachusetts State Department of Education listing of secondary schools with child development programs. The researcher made contact with 16 schools and two colleges. Five of the schools were eliminated because they did not have nursery school components in their child development programs.

There were no indications of extreme differences or skewed distributions present in any of the groups. Even when the assumptions can not be rigorously fulfilled, researchers generally do not worry about the influence of markedly divergent variances with a sample of reasonable size. According to Popham, even though fairly significant departures from theoretical assumptions may exist, analysis of variance is robust enough to yield meaningful results.[22]

Analysis of variance was considered most effective for testing these hypotheses because it may be used to test the significances of mean differences between more than two groups simultaneously. Separate *t* tests could have been employed, but in Popham's words:

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[22]Ibid., p. 180.

> Obviously a statistical procedure that can tell the researcher as the result of a single operation whether any significant differences exist between the means of many groups has far more merit than the calculation of a host of individual tests. Besides the convenience associated with using analysis of variance procedures rather than a series of t tests, it should be pointed out that there are some dangers associated with computing many individual t tests. To mention but one of these dangers, by chance along a few t tests results should appear to be statistically significant when many such tests have been computed. One should, of course, beware of ascribing too much import to such results.[23]

Analysis of variance can be modified for a number of very complex models. In a single-classification analysis, the researcher organizes his data in such a way that he is testing a dependent or criterion variable among groups which represent the consequences of a single independent variable.

In essence, the method employed for this analysis of variance was the computation of the variances of the separate groups being tested for mean differences. The scores of all subjects in the sub groups were then artificially combined into one total group--this was accomplished by regrouping for analysis all the scores in the several groups as if there were one group. Then, the variance of the total group was computed. To compute the F value by which the null hypothesis of sub group mean differences were tested, the following quantities were calculated: (1) the total, within, and between sum of squares, (2) the within and between degrees of freedom, (3) the within and between mean squares after which,

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[23]Ibid, p. 165.

(4) the within mean square was divided into the between mean square. The F value was interpreted for statistical significance from Table VI (reproduced from Snedecor's Statistical Methods) in Popham's Educational Statistics.[24]

Hypotheses Tested

The first null hypothesis tested at the .05 level of confidence was that there was no significant difference between mean scale scores of attitudes concerning child rearing practices of secondary school home economics students and parents of students as measured by the CRP Survey Instrument.

The second null hypothesis tested at the .05 level of confidence was that there was no significant difference between the mean scale scores of attitudes concerning child rearing practices of home economics child development teachers and parents of secondary school home economics students as measured by the CRP Survey Instrument.

The third null hypothesis tested at the .05 level of confidence was that there was no significant difference between mean scale scores of attitudes concerning child rearing practices of home economics child development teachers and secondary school home economics students as measured by the CRP Survey Instrument.

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[24]Ibid., Appendix 399.

The fourth null hypothesis tested at the .05 level of confidence was that there was no significant difference between mean scale scores of attitudes concerning child rearing practices of home economics student teachers and home economics child development teachers as measured by the CRP Survey Instrument.

The fifth null hypothesis tested at the .05 level of confidence was that there was no significant difference between mean scale scores of attitudes concerning child rearing practices of home economics student teachers and secondary school home economics students as measured by the CRP Survey Instrument.

The sixth null hypothesis tested at the .05 level of confidence was that there was no significant difference between mean scale scores of attitudes concerning child rearing practices of home economics student teachers and parents of secondary school students as measured by the CRP Survey Instrument.

Summary

After a search through the literature concerned with the measurement of attitudes and a review of evaluative information about attitude measurement scales, the researcher selected the CRP Survey Instrument (see Appendix A) for use in this study. The study was designed to compare the attitudes, concerning child rearing practices as manifested by

this attitude scale (the CRP Survey Instrument) of the following: (1) home economics students enrolled in child development programs of eleven secondary schools in the State of Massachusetts, (2) home economics teachers of the students, (3) parents of the students, and (4) the home economics education student teachers at Framingham State College and the University of Massachusetts at Amherst. At the same time, there was an attempt to determine if the CRP Survey Instrument is still appropriate for discerning child rearing practices, and if there was a consonance of attitudes concerning child rearing practices among parents and surrogate parents.

The subjects participating in this study included 172 secondary school home economics students from 11 secondary schools of Massachusetts, their 13 home economics teachers, one parent or guardian of each student, and 91 home economics students from Framingham State College and the University of Massachusetts in Amherst.

Analysis of Variance was the statistical technique employed for analyzing the data. There were six hypotheses tested to determine whether there were significant differences between mean scale scores of attitudes concerning child rearing practices of the students, teachers, parents and student teachers.

CHAPTER IV

RESULTS AND INTERPRETATIONS

This chapter is divided into three distinct sections. The first section deals with the rate of the survey returns, the second with the results of the hypothesis tests and the third with interpretations of findings.

Demography of Survey Returns

There were 420 subjects in this investigation. One-hundred seventy-two were home economics students enrolled in child development nursery school programs of the eleven participating secondary schools (see Table 1, Chapter III) in Massachusetts. Only one male (School C) was represented in this entire student population; the remaining 171 were female (see Table 3).

TABLE 3

CLASSIFICATION BY SEX OF THE FOUR GROUPS IN THE STUDY

Sub Groups	Female	Male
Students	171	1
Parents	133	11
Teachers	13	0
Student Teachers	91	0
Totals	408	12

One hundred twenty-three parents responded to the first request which was made through mail correspondence by the investigator. Three more replied after a second appeal from the home economics teachers and students, and 18 responded after the third and last request, a personal reminder from the researcher. The total parent response resulted in 133 female and 11 males. In four schools there was 100 percent parent response. Parent response in the remaining schools ranged from 40 to 92 percent. Table 4 illustrates the number of parents who were invited to participate in this study, the total number who responded, and the percentage of parental response from each school.

TABLE 4

SECONDARY SCHOOL PARENTAL RESPONSES

School	Number of Parents	Number of Responding	Percent of Responses
A	22	19	86
B	23	20	86
C	23	17	73
D	20	20	100
E	14	9	64
F	6	6	100
G	5	5	100
H	10	4	40
I	26	24	92
J	12	9	75
K	11	11	100
Totals	172	144	83

All 13 of the teachers from the 11 schools comprising the sample (Schools C and H had two child development teachers each, as shown in Table 2.) responded to the questionnaire. In addition to the regular teachers, there were 91 student-teacher participants, 62 from Framingham State College and 29 from the University of Massachusetts at Amherst. Supervising faculty at both institutions assisted the researcher by administering the survey instrument to the student teachers in Home Economics Education on their respective campuses.

A complete picture of the final rate of return can be seen in Table 5. Not only is it possible to determine the student, teacher, parent, student-teacher population from each of the eleven secondary schools and two schools of higher education, but one can also observe various percentages of the population. For example, School B is represented by an N of 23 students, 20 parents and 1 teacher. At the same time, these 23 students represent the following percentages: 5.5 percent of the 420 participants in the entire study, 52.3 percent of the total participants from School B, and 13.4 percent of all students involved in the study. Similarly, it is possible to determine numbers and percentages of the four groups, according to school location.

TABLE 5

DISTRIBUTION OF POPULATION RESPONSES
ACCORDING TO SCHOOLS

School		Students	Parents	Teachers	Student Teachers	Row Total
A	1	22	19	1	0	42
	2	52.4	45.2	2.4	0	
	3	12.8	13.2	7.7	0	
	4	5.2	4.5	.2	0	
B	1	23	20	1	0	44
	2	52.3	45.5	2.4	0	
	3	13.4	13.9	7.7	0	
	4	5.5	4.8	.2	0	
C	1	23	17	2	0	42
	2	54.8	40.5	4.8	0	
	3	13.4	11.8	15.4	0	
	4	5.5	4.0	.5	0	
D	1	20	20	1	0	41
	2	48.8	48.8	2.4	0	
	3	11.6	13.9	7.7	0	
	4	4.8	4.8	.2	0	
E	1	14	9	1	0	24
	2	58.3	37.5	4.2	0	
	3	8.1	6.3	7.7	0	
	4	3.3	2.1	.2	0	
F	1	6	6	1	0	13
	2	46.2	46.2	7.7	0	
	3	3.5	4.2	7.7	0	
	4	1.4	1.4	.2	0	
G	1	5	5	1	0	11
	2	45.5	45.5	9.1	0	
	3	2.9	3.5	7.7	0	
	4	1.2	1.2	.2	0	

1 N
2 Percent of total sample
3 Percent of total individual school sample
4 Percent of total individual group sample

TABLE 5--Continued

School		Students	Parents	Teachers	Student Teachers	Row Total
H	1	10	4	2	0	16
	2	62.5	25.0	12.5	0	
	3	5.8	2.8	15.4	0	
	4	2.4	1.0	.5	0	
I	1	26	24	1	0	51
	2	51.0	27.1	2.0	0	
	3	15.1	16.7	7.7	0	
	4	6.2	5.7	.2	0	
J	1	12	9	1	0	22
	2	54.5	40.9	4.5	0	
	3	7.0	6.3	7.7	0	
	4	2.9	2.1	.2	0	
K	1	11	11	1	0	23
	2	47.8	47.8	4.3	0	
	3	6.4	7.6	7.7	0	
	4	2.6	2.6	.2	0	
L	1	0	0	0	62	62
	2	0	0	0	100.0	
	3	0	0	0	68.1	
	4	0	0	0	14.8	
M	1	0	0	0	29	29
	2	0	0	0	100.0	
	3	0	0	0	31.9	
	4	0	0	0	6.9	
Column Total		172	144	13	91	420

1 N
2 Percent of total sample
3 Percent of total individual school sample
4 Percent of total individual group sample

Results of Hypothesis Testing

The first purpose of this study was to determine whether there were any differences in attitudes concerning child rearing practices among secondary school home economics students, their home economics child development teachers, their parents, and student teachers from two schools of higher education.

The results of the analysis of variance, the statistical technique used to test the six hypotheses, are shown in Table 6. The between groups sum of squares was 27.1, the within group sum of squares was 20733.5, and the total or pooled group sum of squares was 20760.5. The between group of squares, since it represents that amount of variability in the pooled group which was not present already in the separate groups, is attributable to the differences in means of the sub groups. The larger the between groups sum of squares, therefore, the greater the difference between the sub group means; conversely, the smaller the between groups sum of squares, the less divergent the sub group means. The statistical inference, then, is that there are only insignificant mean differences among sub groups.

The data analysis resulted in an F value of .18. According to a sampling distribution table by Snedecor, the critical F value was 2.62 for 3 and 416 degrees of freedom (see Table 6). Clearly, the F value of .18 did not reach

TABLE 6

ANALYSIS OF VARIANCE OF CRP SURVEY INSTRUMENT SCORES BETWEEN PARENTS, SECONDARY SCHOOL STUDENTS, HOME ECONOMICS TEACHERS AND HOME ECONOMICS STUDENT TEACHERS

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	F
Between Groups	3	27.1	9.0	.18
Within Groups	416	20733.5	49.8	
Total	419	20760.6		

this order of magnitude. F values which do not reach the necessary size of the tabled value may suggest the advisability of further research on the question under consideration.

Further interpretations may be made in relation to the results of this investigation by examining each of the hypotheses.

Hypothesis one. The first null hypothesis tested at the .05 level of confidence was that there was no difference between mean scale scores of attitudes concerning child rearing practices of secondary school home economics students and parents, as measured by the CRP Survey Instrument. It is quite evident in studying Table 7, which shows a parent mean scale score of 92.07, and a student mean scale score of 91.79, that these two groups are comparable on attitudes concerning child care. The student scores of the CRP Survey Instrument ranged from 74 to 111, while their parent scores ranged from 65 to 113. The analysis also tells us that there is a 95 percent degree of confidence that if this attitude survey was to be given again under the same conditions, the parent means would range from 90.78 to 93.36 and the student means would range from 90.79 to 92.71. The confidence level for the remaining sub groups were similar.

Hypothesis two. The second null hypothesis tested at the .05 level of confidence was that there was no difference between mean scale scores of attitudes concerning child rearing practices of home economics child development teachers

TABLE 7

DESCRIPTIVE STATISTICS FOR TOTAL CRP SURVEY INSTRUMENT

Group Name	Count	Mean	Standard Deviation	Standard Error	Minimum	Maximum
Teachers	13	93.08	6.35	1.81	80	106
Student Teachers	91	91.79	7.03	.74	75	107
Parents	144	92.07	7.84	.65	65	113
Students	172	91.75	6.39	.49	74	111
Total	420	91.91	7.04	.34	65	113

and parents of secondary school home economics students as measured by the CRP Survey Instrument. The mean scale score for the home economics teachers was 93.08, only one percent greater than the mean scale scores of the parents, which was 92.07 (see Table 7). There was only one percent of difference in the mean scale scores of these two groups. This could be interpreted to mean that parents and teachers share many of the same attitudes and feelings about child care. The scores of the home economics teachers on the attitude survey resulted in a range of 80 to 106; at the same time the range of scores for parents was 65 to 113. In looking at some of the other statistical descriptions of these two groups, we find a relatively small standard deviation, 6.53 for teachers and 7.84 for parents; this reflects a lack of dispersion and variance in scores. We know that the standard deviations for this study were small and that the scores were not very far removed from the mean. This can be interpreted as additional evidence that there were no significant differences in attitudes among the groups tested.

After examining similar standard deviations for the remaining sub groups, the researcher turned to Itkin's original study.[1] Even though the group mean, 111.03, was higher than any of the sub groups in the present study, Itkin's

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[1]William W. Itkin, "Some Relationships Between Intro-Family Attitudes and Pre-Parental Attitudes Toward Children," Journal of Genetic Psychology 80 (June, 1952):221-252.

standard deviation of 8.75, also reflects a lack of variance.

Hypothesis three. The third null hypothesis tested at the .05 level of confidence was that there was no significant difference between mean scale scores of attitudes concerning child rearing practices of home economics child development teachers and secondary school home economics students as measured by the CRP Survey Instrument. When there is only a one and three-tenths percent difference between the mean scale scores of two groups (The home economics teacher mean was 93.08 and the student mean was 91.75.), it seems reasonable to conclude that their attitudes were similar, as measured by the CRP Survey Instrument. The range of scores for these home economics teachers proved to be 80 to 106 while the student range of scores was 74 to 111.

Hypothesis four. The fourth null hypothesis tested at the .05 level of confidence was that there was no significant difference between mean scale scores of attitudes concerning child rearing practices of home economics student teachers and home economics child development teachers as measured by the CRP Survey Instrument. As we observe the mean scale scores of these two groups, we discover that the scores are also one and three-tenths of a percent apart. The mean scale scores of teachers (93.08) and student teachers (91.79) indicate that these two groups share common concerns about child rearing. The standard deviation for student teachers, 7.03,

was only .5 more than the standard deviation for the home economics teachers--reflecting a lack of variance in scores for these two groups. At the same time, in a range of scores the student teacher minimum was 75 and the maximum was 107. Similarly, the minimum for the home economics teachers was 80 and the maximum was 106.

Hypothesis five. The fifth null hypothesis tested at the .05 level of confidence was that there was no significant difference between mean scale scores of attitudes concerning child rearing practices of home economics student teachers and secondary school home economics students, as measured by the CRP Survey Instrument. Table 7 indicates that the student teachers' mean scale score was 91.79, while the home economics students' mean scale score was 91.75. The student teachers appear to have expressed opinions concerning various aspects of child rearing similar to those of the secondary school students. Standard deviations for these two groups, 7.03 for student teachers and 6.39 for students, were discovered to be only .7 away from each other. In examining Table 7, we can see that the student teachers have a range of scores of 75 to 107, which is almost the same as the parent range of 74 to 111.

Hypothesis six. The sixth null hypothesis tested at the .05 level of confidence was that there was no significant difference between mean scale scores of attitudes concerning child rearing practices of home economics student teachers

and parents of secondary school students, as measured by the CRP Survey Instrument. The teachers' mean scale score of 91.79 and the parents' mean scale score of 92.07 show only three-tenths of a percent difference (see Table 7). One item in the questionnaire suggested that parents should show love and affection for children outwardly by praise and expressions of affection. The responses to this question and the results of the mean scale scores can be interpreted to mean that student teachers and parents share comparable child rearing philosophies.

There were, then, no significant differences found among the attitudes of the four groups, viz., secondary school home economics students, home economics child development teachers, parents, and student teachers, as measured by the CRP Survey Instrument.

Reliability of the CRP Survey Instrument

The internal reliability consistency of the CRP Survey Instrument was estimated using Cronbach's formula for coefficient alpha to be .40.[2] The estimated reliability for the CRP Survey Instrument used in this investigation was low in comparison to Itkin's reliability coefficient, which was reported to be .83 corrected to .91. Table 8 includes the

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[2]L. J. Cronbach, "Coefficient Alpha and the Internal Structure of Tests," Psychometrika 16 (September, 1951):297-334.

item score correlations which were computed from the thirty questions included in the questionnaire. In a review of coefficient alpha and the internal structure of tests, Cronbach reports that if a test has internal consistency, it is psychologically interpretable. A high correlation is to be desired, but items with low correlations can yield an interpretable scale.[3]

In internal-consistency analysis, information unique to any item is considered an inconsistency or error. Many investigators have defined reliability as the correlation of a test with itself or with another equal form test measuring precisely the same content.[4] The second test is expected also to measure any content that appears in even one item of the first test. The total score was used for the CRP Survey Instrument item correlation.

Statisticians differ in their opinions concerning how high a coefficient of correlation must be to hold significance. Garreth has answered this question in the following way:

> It is difficult to answer this question categorically as the level of relationship indicated by r depends on several factors: (1) the absolute size of the coefficient,

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[3]Ibid., p. 649.

[4]L. J. Cronbach and Hiroshi Azuma, "Internal Consistency Reliability Formulas Applied to Randomly Sampled Single-Factor Tests: An Empirical Comparison," Educational and Psychological Measurement 22 (1962):645-663.

(2) the purpose for which r is calculated and (3) how our r compares with f's generally found for the variables studies.[5]

A common guide, designed by MacFarland and Hereford, was helpful in suggesting that .04 (for this study) is a low correlation.[6]

Examination of Sixteen Items in CRP Survey Instrument

Some useful meaning for home economists who are concerned with child rearing practices of students may be devised from examining sixteen of the highest item-total correlations (see Table 8). This investigator placed the sixteen items into three groups of four, beginning with the highest item correlation with the total score and ending with the lowest item. The first four items, ranging from .0311 to .0355 were related to the concept of the nuclear family.

The nuclear family. In the first item, Item 25, 82 students and 90 parents positively supported the statement that young people should obey their parents because they were their parents. Fifty-nine students and 38 parents disagreed, while 29 students and 13 parents were uncertain how they felt about this issue.

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[5]H. E. Garrett, Elementary Statistics (Longmans, Green & Co., Inc., 1956), p. 116, quoted in Susan J. McFarland and Carl F. Hereford, Statistics and Measurement in the Classroom (Subuque, Iowa: Wm. C. Brown Company, Publishers, 1971),p.40.

[6]Susan J. McFarland and Carl F. Hereford, Statistics and Measurement in the Classroom (Dubuque, Iowa: Wm. C. Brown Company Publishers, 1971), p. 40.

TABLE 8

ITEM-TOTAL SCORE CORRELATIONS

Item	Correlations with Total Score
1	0.311
2	0.302
3	0.229
4	0.277
5	0.127
6	0.187
7	0.211
8	0.320
9	0.221
10	0.292
11	0.297
12	0.257
13	0.126
14	0.245
15	0.238
16	0.289
17	0.285
18	0.328
19	0.208
20	0.293
21	0.181
22	0.199
23	0.205
24	0.280
25	0.355
26	0.226
27	0.168
28	0.191
29	0.073
30	0.052

Scale Reliability (Cronbach's Alpha) = .40

Meanwhile, nine out of 13 teachers and 47 of the 91 student teachers appeared to feel that obeying parents just because they were parents was a poor reason for supporting this statement. Four teachers and 27 students did agree, and 11 of the student teachers felt uncertain about their feelings about the statement. Item 18 involved the possibility of a family's moving from an unwholesome neighborhood for the sake of the children, even though it would result in a long drive to work for the father. About one-third of the students and their parents agreed, another third disagreed with the statement, and the final one-third of the group indicated uncertainty about their feelings.

The third item, Item 8, suggested that parents, if necessary, make almost any sacrifices of their money or comfort to make their children happy. For the most part, students, parents, teachers and student teachers felt that parents should not make these sacrifices, although 39 students, 12 parents, and 23 student teachers remained uncertain about their feelings.

The last item in the first group, Item 1, indicated that a parent should be responsible for his child at all times. Since the item mentioned both school and playtime, a number of respondents noted in the margin of the questionnaire that it was impossible for parents to supervise children while the children were in school. Although the responses were fairly evenly distributed, the confusion expressed by some of the

respondents may be indicative of why so many marked "uncertain" as their responses. This item could perhaps be better worded.

Importance of supportive parents. The second group among the highest item-correlations had a range from .0293 to .0302. The items in this group had in common the expression of feelings about the supportive role of parents. Item 2 asked for judgments about whether parents should praise their children liberally in private. There was total agreement from students, their parents, teachers, and student teachers that parents should praise their children.

The next question to be discussed, Item 11, considered the amount of time parents should spend with their children. One hundred forty-seven students and 121 parents strongly agreed or agreed with this statement. Twelve students and nine parents were uncertain as to whether parents should spend as much time as possible with their children. Twelve students and 14 of the parents felt strongly that parents should not spend as much time as possible with children, while the teachers and student teachers felt that parents should spend as much time as possible with their children.

Item 20 reflected on the subject of praise and special attention given to children in the presence of other people. In this instance, the responses were more evenly distributed on the continuum than most items in the total questionnaire. Fifty-two students and 44 parents were strong in agreement

with this item. On the other hand, 53 students and 15 parents could not decide how they felt on this topic. Sixty-seven students and 85 parents either strongly disagreed or disagreed.

The last item in the second grouping, Item 10, proposed that parents never "give in" to children. Seventy-seven students, 92 parents, 8 teachers, and 61 student teachers disagreed with this suggestion. Fifty-five students, 24 parents, 3 teachers, and 19 student teachers were not sure whether parents should or should not give in to children. Thirty-nine students, 27 parents, 2 teachers, and 10 student teachers decided that it is permissible to give in to children.

Mutual concerns of parents and children. The next group of item-total score correlations considered ranged from .0277 to .0302. These four items seemed to illustrate mutual concerns of parents and children--a feeling that there are times when one must be considerate of others, even at his own expense.

Item 16 suggested that children should not be allowed to interfere with the social or recreational activities of their parents. One hundred four students and 74 parents disagreed with this posture, and 36 students and 24 parents could not decide whether children should or should not interfere with parental activities. There were 30 students and 45 parents,

however, who felt that parents should be given time for their own activities without interference.

Question 17 stated that children of high school age were expected to earn all of their own spending money. Eighty-four in the student group and 69 in the parent group disagreed that this expectation should be made of children. Thirty-four students and 18 parents felt uncertain about this matter. Fifty-four students and 56 parents did agree, however, that children should be expected to earn all their spending money. Several parents added their own comments to this answer, suggesting that they approved of children earning spending money, but they felt it was unrealistic to consider that children always could.

Item 24, the eleventh statement under discussion, said that children should never be teased. Thirty-five students, 19 parents, 5 teachers, and 38 student teachers strongly agreed; 72 students, 80 parents, 3 teachers, and 27 student teachers agreed; 28 students, 12 parents, 5 teachers, and 22 student teachers were undecided about the matter of teasing children. Thirty-six students, 28 parents, 3 teachers, and 30 student teachers were not in agreement that never should children be teased. A number of the written-in comments indicated that teasing is viewed, at least by some, as wholesome fun, not mean behavior.

Considerate parents and children. The last group of four item-total correlations ranged from .0229 to .0257.

This group of items seems to represent caring parents--parents who consider children as individuals and are cognizant of both their needs and concerns. Item 12 suggested that children should be trained to do things for themselves as early in life as possible. One hundred twenty-nine students and 138 parents (out of 172 and 144) strongly agreed or agreed with this statement. Although 21 students felt uncertain about whether children should be trained early, not one parent expressed such an opinion. Twenty students and five parents, however, did feel strongly that children should not be rushed into independence at too early an age. Parents, then, overwhelmingly expressed the opinion that children should be trained early, and most of the students agreed with them.

The fourteenth item considered that children of elementary school age should be given reasons for any request made of them. Twenty-four students and 13 parents strongly agreed that children of elementary age or older should be given reasons for any request made of them. Eighty-one students and 79 parents agreed with this thesis. Forty-seven students and 12 parents were not sure whether it was necessary to give reasons when making requests of children, while 19 students and 38 parents were absolutely convinced that reasons were unnecessary. Nine of the 13 home economics teachers and 72 of the 91 student teachers felt that children should be given reasons for requests made of them.

In Item 15, the suggestion was presented that if a family could afford to have outside help, the training of children should be handled by a nurse or servant. One hundred fifty-seven of the 172 students and 138 of the 144 parents were of the opinion that training of children should not be handled by someone outside the family, even if financially possible.

Item 3, the last item to be selected out for closer scrutiny indicated that when one child in a family is less quick to learn than another, his parents should spur him on by constantly pointing out the superiority of the other. One hundred sixty-one students, 144 parents, all thirteen teachers, and all 91 student teachers felt strongly that parents should not point out the superiority of one child less quick to learn than another. On the other hand, there were six students and 1 parent who agreed that parents should spur a slow child on by pointing out the superiority of another. Five students found it difficult to make a decision.

Two of the items, Item 29 and Item 30, considered the discipline of children. The responses from both students and parents indicated that children should be given a quiet talking to rather than punishment when they had talked back to or disobeyed their parents.

Discussion of sixteen highest item-total score correlations would seem to reinforce the findings, which indicated no significant differences in attitudes among the four groups

studied--students, teachers, parents, and student teachers. Notwithstanding the reservations dictated by the statistical procedures, the revelations of closer examination of sixteen single items (again with no significant differences) would seem to infer that there is a consonance in attitudes concerning child rearing practices between students, parents, teachers, and student teachers.

Summary

Pursuant to the first purpose of this study (i.e., determination of whether there were any differences in attitudes concerning child rearing practices among the four groups participating in the study), an analysis of variance was undertaken to test six hypotheses related to inter-group consonance or differences in attitudes concerning child rearing practices. This procedure led to the statistical inference that there were only insignificant mean differences among the sub groups.

The second purpose was to determine whether an earlier scale (A Survey of Opinions Regarding the Bringing up of Children, developed by William Itkin in 1952) is still appropriate for discerning consonance or differences concerning attitudes toward child rearing practices. The internal reliability consistency of the CRP Survey Instrument was estimated using Cronbach's coefficient alpha and was found to be low in comparison with Itkin's reliability coefficient.

The final purpose was to investigate the consonance of attitudes concerning child rearing practices of students in home economics child development classes and those of their parents. Examination of the 16 highest item-total score correlations reinforced the determinations of the analysis of variance but did afford evidence of consonance.

A comprehensive summary of the study appears at the outset of the following chapter.

CHAPTER V

SUMMARY, DISCUSSION AND RECOMMENDATIONS

The purpose of this study was to determine: (1) whether there were any differences in attitudes concerning child rearing practices among secondary school home economics students, their home economics teachers, their parents, and home economics student teachers; (2) whether an earlier scale, A Survey of Opinions Regarding the Bringing up of Children by William Itkin (1952) is still appropriate for discerning differences in attitudes concerning child rearing practices; and (3) if there was a consonance of attitudes concerning child rearing practices among parents and surrogate parents.

Summary

There were 420 subjects who participated in this investigation--one hundred seventy-two home economics students from eleven secondary schools in Massachusetts, their 13 home economics teachers, 144 parents, and 91 student teachers from Framingham State College and the University of Massachusetts at Amherst.

Analysis of Variance was the statistical technique used to test the six hypotheses and resulted in an F ratio of .18. The critical F value required was 2.62 for 3 and 416 degrees of freedom. Clearly, the F value did not reach this order of magnitude. The six hypotheses tested at the .05 level of

confidence indicated that there were no differences between mean scale scores of attitudes concerning child rearing practices of: (1) secondary school home economics students and parents, (2) home economics teachers and parents, (3) home economics teachers and secondary school student, (4) home economics student teachers and home economics teachers, (5) home economics student teachers and secondary school home economics students, and (5) home economics student teachers and parents of secondary school students.

The internal reliability consistency for the CRP Survey Instrument was estimated using Cronbach's coefficient alpha and resulted in a coefficient of .40. This was low in comparison to Itkin's reliability coefficient, reported to be .83 corrected to .91. Each of the items from the attitude scale was correlated with the total-score items. Even though the correlations were low, an examination of sixteen of the highest item-total score correlations did indicate consonance of attitudes concerning child rearing practices among parents, students, teachers, and student teachers.

The CRP Survey Instrument was found not to discern any significant differences in attitudes concerning child rearing practices among home economics secondary school students, their teachers, their parents, and home economics education student teachers from two schools of higher education. Differences could not be detected using the CRP instrument, ostensibly because of the limitations of the instrument.

The results of the study are inconclusive with respect to the six hypotheses tested. There may or may not be differences in attitudes concerning child rearing practices among: (1) home economics students from eleven secondary schools in Massachusetts, (2) their home economics teachers, (3) their parents and, (4) home economics education student teachers from Framingham State College and the University of Massachusetts at Amherst.

Discussion

In view of the inconclusive findings of the investigation reported here, it is necessary to confront and seek answers to the question of why the Itkin instrument achieved reliability as a measure of consonance or difference in attitudes toward child rearing in an earlier study, while failing to do so here. Itkin indeed reported a raw reliability coefficient of .82, corrected to .91, compared to a coefficient alpha of .40 reported in the present study.

Examination of comments. The first avenue of approach is to re-examine the marginal comments from respondents on the questionnaire returns. Some of these would seem to imply ambiguity or non-discrimination among particular items, according to the perceptions of subjects in the recent survey. For instance, Item 6 on the instrument asks for response to the assertion that parents should take their children on trips and vacations. One write-in asked, "Does

this mean that parents should always [italics mine] take their children with them?"

Another item stated that parents should encourage their children to bring their friends home and should help children to entertain their friends, and the question of always was again the subject of comment. Another comment related to the same item noted that a child's wishes with reference to parental assistance in entertaining his friends as an omitted condition. A home economics teacher declared that Item 16 (having to do with allowing children to interfere with the social or recreational activities of their parents) was too vague to answer. Another teacher observed that the multiple choice item having to do with discipline was in every category too punitive for making any satisfactory choice at all. She also commented on Item 29 (Children who talk back to their parents should be . . . .) She took exception to choice (a)--"Given a quiet talking to"--by saying that she could deal with it if the choice were rephrased, substituting "with" for "to."

Item 1 (according to frequency of comment, the most troublesome of all), stated that parents should look after their children both at home and at school. Several respondents asked how parents could look after their children while the children were at school. Another parent inferred that the statement sanctioned parental interference with teachers during school hours.

It is impossible, of course, to make any absolute determination of which observations and marginal comments are prompted by sincere confusion. In any event, it may be safely said that if items are misunderstood--willfully or otherwise--by any appreciable number of respondents, the measuring capacity of the instrument is diminished.

Construct validity. The inconclusive findings of the present study, coupled with a low internal reliability coefficient of .40 (compared to Itkin's coefficient of .91) require consideration of whether or not the instrument does indeed measure what it purports to measure. The CRP Survey Instrument was designed to measure consonance or differences in attitudes toward child rearing practices. No differences were found among the four groups participating in this study. On the basis of these data, the internal consistency reliability of the instrument was estimated at .40, which is far below the level of confidence.

Stanley and Hopkins point out that definitive criteria against which the validity of self-report information can be checked are usually impossible or very difficult to obtain. Only after varied and extensive study of a particular problem is it possible to establish construct validity scientically.[1] It is the judgment of the researcher that at this

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[1]Stanley and Hopkins, Measurement, p. 299.

juncture the construct validity of the CRP Survey Instrument is at best a moot question.

Disparities in research conditions. Another way of possibly explaining the differences in the outcomes of the two studies is to examine the disparities in research conditions between the earlier Itkin study (1952) and those of the more recent investigation (1974). The sample in the Itkin study included urban students in junior college behavioral science courses in the early 1950's in the Mid-West; this study, suburban and rural secondary school students in home economics child development classes in New England in the mid-1970's. The earlier study included a balance of the sexes, while the latter had an all-female sample, with one exception.

As regards the final difference, a return to Itkin's findings reveals that the sex of his respondents proved to be a variable. The attitude scale scores of his female population had a low but significant positive correlation with those of their mothers and fathers. Male students, on the other hand, had scores with low but significant negative correlation with those of their parents.

Variable of time. Of all the disparities in conditions between the two studies, the one that invites the most speculation is the independent variable of time. The pace and degree of social change between 1952 and 1974 has not escaped even the most casual observer. The present generation,

unlike the youth of the 1950's studied by Jacob,[2] seems to be more concerned about human conditions and people than material acquisitions and status.

The products of the 1950's (variously called the "uncommitted" or the "silent generation") were men in "gray flannel suits," just as the 1960's produced hippies, flower children, and weathermen. It is too soon to know what the 1970's are producing in youth. What is important for present purposes is that attitudes are hung to a pendulum of change, a pendulum that is constantly swinging. Because the pendulum of youth apparently swings faster than that of older generations (viz., parents), both pendulums may at any given time be a full arc away or virtually even with one another. It may be that the recent survey was at a time when the generation gap was at its narrow point. The finding of no significant differences in attitudes toward child rearing practices may well have occurred simply because at this time there are no significant differences.

Access to information. One possible explanation of consonance of attitudes toward child rearing--if indeed there is--lies in the communication media. The theories and views of child psychologists and child advocates are fully aired in popular magazines, in inexpensive paperback books, and on

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[2]P. E. Jacob, Changing Values in College, (New York: Harper and Row, 1957).

television. It may be that young and old see and read and hear the same views.

Access to more and more information has led to another kind of sophistication that suggests another reason why Itkin's instrument failed to yield reliable results in the later trial. It may be that young and old alike have become testwise to the point of rendering self-reporting instruments ineffective. Stanley and Hopkins note that most subjects strive to make socially desirable impressions on self-report inventories, which are sometimes referred to as a "facade" effect.[3] The giving of socially desirable responses does not necessarily indicate deliberate deception by respondents. It may be an unconscious effort to put up a good front. Cronbach says "that affective measures can be falsified, no matter how constructed; moreover, faked scores lack predicative validity."[4] Unless there are checks of consistency along the response-attitude-behavior continuum, results of self-report inventories could prove meaningless.

Researcher bias. In reviewing the differences between the 1952 and 1974 surveys, it is necessary to note the possibility of researcher bias in the latter study. In his study Itkin remained detached by using the mail. In the later

[3]Stanley and Hopkins, Measurement, p. 300.

[4]L. J. Cronbach, "Personality Measurement Through Self-Report," quoted in Essentials of Psychological Testing, 3rd ed. (New York: Harper and Row, 1970), pp. 495-497.

study the investigator traveled to the schools where her subjects were. She personally administered the instrument in ten of the eleven schools, and her protocol was followed precisely by the teacher who administered the instrument in the eleventh. The researcher also administered the scale to one group of student teachers. Because the two student-teacher groups were not kept separate, there is no way to compare them for possible effects of researcher bias.

This discussion concludes with reference to the assertion of Stanley and Hopkins that the appraisal of feelings, interests, and attitudes has been grossly neglected in education, even though these affective objectives are implicit in every educational endeavor. A major reason for this neglect is that unique assessment problems are often encountered. Measures are fakable, vulnerable to self-deception, and usually lacking in definitive external criteria. Semantic problems can exert great influence on responses to items, adding another dimension of difficulty.[5]

Such informed comment, reinforced by the disappointing outcome of the present study, calls into serious question the efficacy of the self-report survey technique for measuring consonance or differences in child rearing practices.

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[5]Stanley and Hopkins, Measurement, p. 301.

Recommendations

The recommendations which follow stem from the issues and problems identified in the execution of this study; from post comparison of a variety of aspects of the present and earlier studies; and from the literature reviewed in the course of this study, particularly that addressed to the problems of attitude measurement.

1. It is recommended that prior to use again for measuring consonance or differences in attitudes toward child rearing practices, the CRP Survey Instrument (Scale I, A Survey of Opinions Regarding the Bringing up of Children, Itkin, 1952) be modified and retested for internal reliability and construct validity. Specifically,

   a) Items that have been found to be ambiguous or lacking in differential quality should be revised or removed. It would be possible simply to remove up to ten items and still have remaining the number suggested for reliability (see Summers, Chapter III) for an adequate attitude questionnaire.

   b) More subtle alternatives should be sought for items in which the socially desirable response is patently self-evident.

   c) Multiple choice items that do not include alternatives conforming to widely accepted contemporary child rearing practices should be revised to include such alternatives.

d) In an effort to retain the convenience of the self-reporting survey and at the same time overcome some of its liabilities, items should be linked to behavioral descriptors that give discrete meaning to shades of difference in responses to items.

2. In view of (1) the growing dependence on "surrogate parents" for the care of children during their formative years, (2) the consequent critical need to be apprised of the degree of consonance between the attitudes of parents and surrogates toward child rearing practices, (3) the diminishing effectiveness of self-report survey techniques in an increasingly sophisticated society, it is recommended that development of instrumentation employing a different technique be undertaken. From among the array of techniques currently under development (described in Chapter II), this researcher judges content analysis to be the most promising. It is a technique that systematically and objectively identifies characteristics of messages. It has already been widely used in journalism, communications, political science, psychology, and other social sciences. Content analysis has only recently gained a footing in education.

It would seem to lend itself to the determination of attitudes toward child rearing practices along the lines pursued by this study.

APPENDIX A

CRP Survey Instrument

A STUDY OF STUDENT, PARENT, AND TEACHER ATTITUDES CONCERNING CHILD REARING PRACTICES

Ruth Matteson Lauroesch

Center for Occupational Education

School of Education

University of Massachusetts at Amherst

A SURVEY OF OPINIONS REGARDING THE BRINGING UP OF CHILDREN

Please check (✓) each block which is appropriate.

☐ High School Student ☐ Teacher

☐ Parent ☐ College Student

☐ Female ☐ Male

Following is a list of statements regarding what should or should not be done in the bringing up of children. If you strongly agree with a statement as it stands, please draw a line under the words "Strongly Agree"; if you strongly disagree with the statement, underline the words "Strongly Disagree," and so on, for "Agree," "Uncertain," and "Disagree."

Since this is a survey of opinions, it is desired that you indicate your own personal opinions regarding these questions, regardless of whether you think other people might agree or disagree with you. There are no "right" or "wrong" answers to these statements. This is a study of personal opinions, and of personal opinions only. Please fill these forms out independently.

1. A parent should look after his (or her) young child both at school and at play.

   Strongly Agree Agree Uncertain Disagree Strongly Disagree

2. A parent should praise his (or her) child liberally in private.

   Strongly Agree Agree Uncertain Disagree Strongly Disagree

3. If one child in a family is less quick to learn than another, his parents should spur him on by constantly pointing out the superiority of the other.

   Strongly Agree Agree Uncertain Disagree Strongly Disagree

4. If parents can afford to do so, they should send a child to a military or boarding school, where he (or she) could obtain the proper training with the least inconvenience to the parents.

   Strongly Agree Agree Uncertain Disagree Strongly Disagree

5. Surprise parties, birthday parties, and the giving of presents to children are likely to spoil them, and should be avoided.

   Strongly Agree Agree Uncertain Disagree Strongly Disagree

6. Parents should take their children with them on trips and vacations.

   Strongly Agree Agree Uncertain Disagree Strongly Disagree

7. Parents should encourage their children to bring their friends home and should help them to entertain their friends.

   Strongly Agree Agree Uncertain Disagree Strongly Disagree

8. Parents should, if necessary, make almost any sacrifices of their own money or comfort in order to make their children happy.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

9. If a three-year-old child tells wild stories which are obviously untrue, he should be punished severely for lying.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

10. A parent should never "give in" to a child.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

11. A parent should spend as much time as possible with his (or her) child.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

12. Children should be trained to do things for themselves as early in life as possible.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

13. A parent should be perfectly frank with his (or her) child on the subject of sex.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

14. Parents should give children of elementary school age or older reasons for any requests made of them.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

15. If a family is able to afford to do so, the training of the children should be handled by a servant or a nurse.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

16. Children should not be allowed to interfere with the social or recreational activities of their parents.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

17. Children of high school age should earn all of their own spending money.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

18. A family should move out of an unwholesome neighborhood for the sake of the children even if such a move would make it necessary for the father to travel farther to work.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

19. A child who sucks his thumb often should be made to feel ashamed of himself.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

20. Parents should praise and make much of their children in the presence of outsiders.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

21. Parents should show their love and affection for their children outwardly by praise and expressions of affection.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

22. Whenever a child deserves a scolding, he (or she) should be scolded then and there, whether strangers are present or not.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

23. Parents should discourage their children from asking them intimate questions.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

24. Children should not be teased.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

25. Young people should obey their parents because they are their parents.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

26. It is not possible to show too much love for a child.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

In each of the following you are given a statement which can be completed in any one of several ways. Please place a check (✓) in front of whichever of the alternative choices most nearly resembles your own opinion.

27. In general, a child may be expected to act like an adult at . . . .

____(a) Seven years of age
____(b) Ten years of age
____(c) Thirteen years of age
____(d) Sixteen years of age
____(e) Nineteen years of age

28. Children should not be given allowances until they are . . . .

____(a) Seven years of age
____(b) Nine years of age
____(c) Eleven years of age
____(d) Thirteen years of age
____(e) Fifteen years of age
____(f) Children should not be given allowances at all
____(g) Children may be given regular allowances even before age seven

29. Children who talk back to their parents should be . . . .

____(a) Given a quiet talking to
____(b) Told that another such offense would be punished
____(c) Severely scolded
____(d) Sent to bed without food
____(e) Whipped severely
____(f) Given a less severe punishment than any mentioned above

30. Children who repeatedly disobey their parents should be . . . .

____(a) Given a heart-to-heart or man-to-man talk
____(b) Threatened with punishment
____(c) Scolded severely
____(f) Locked into a closet
____(g) Punished more severely than in any of the above choices
____(h) Punished less severely than in any of the above choices

Reference: W. Itkin. Some relationships between intra-family attitudes and pre-parental attitudes toward children. Journal of Genetic Psychology, 1952,80, 221-252.

APPENDIX B

Letter from Child Development Director

The University of Connecticut

STORRS, CONNECTICUT 06268

SCHOOL OF HOME ECONOMICS

Dept. of Child Development and Family Relations

July 24, 1974

Mrs. Ruth M. Lauroesch
Cushman Road, RFD # 3
Amherst, Massachusetts 01002

Dear Mrs. Lauroesch:

Dr. Luckey is off campus presently, so I am responding to your letter of July 8, 1974. Dr. Luckey will return next month and perhaps at that time can respond to your request from her own perspective.

I have studied child rearing attitudes in two projects, but both concerned the parents of preschool children. I used the Parental Attitude Research Instrument (PARI) in these, but I would not use it in another study. The PARI is too long and difficult to respond to, a few parents became upset over it, and I found it difficult to generate significant statistical differences and associations with it.

As far as I know, nobody in the department has studied childrearing attitudes of our students or teachers of any kind. We have talked of it quite often and always thought it worthwhile, so I am glad to hear that this is part of your study.

I am sorry I cannot be of help to you, but I do wish you well and express my hope that your work will be published in the professional literature.

Sincerely,

E. Duwayne Keller

E. Duwayne Keller, Ph.D.
Associate Professor

EDK:laz
cc: Dr. Luckey

APPENDIX C

Description of Secondary Schools

Description of the Schools

School A is a regional high school located in a five-college community in Western Massachusetts. Their child development nursery school program was among the first in this state. It is well equipped with an extensive resource center.

School B is also a regional high school and is located in the northwestern part of the state. The population of the community is 11,185 and there are many paper mills in the area. Their program is new this year. At the time of the researcher's visitation, a large storeroom was being renno-vated for a nursery school. The students were busy creating play materials and planning temporary equipment.

The students in School C were holding an open house for the new nursery school children and their parents the day the researcher was there. This community is located in a busy Cape Cod community of 6,847 people. The school did not have room for a nursery school, so the teacher found one five miles away in a community church basement. The students had decorated and painted the room and furniture and were proud of their accomplishments. A mini-bus transports the child development students from school to church each day.

School D is located in a suburban area of central Massa-chusetts. It is a large modern school with an attractive nursery school. The teacher has worked hard to overcome the

lack of enthusiasm of parents who have maintained that all of their children should go to college. Because of this attitude, they have not been too supportive of vocational programs.

School E is a vocational high school in the central part of Massachusetts, serving a semi-urban population of 43,000 people. Their nursery school facilities were the most elaborate of the eleven schools visited.

The enthusiasm and excitement of the students in another church based nursery school facility, School F, was easily observed. This rural community was the smallest one in the survey. The department head and teacher have put a great deal of effort into developing their program. At this writing, the teacher has been invited to direct the Western Massachusetts Child Development Work Shops for the Education Development Center next year.

School G has a small nursery school area in one section of the home economics living room. Even though they were really short of space, the teacher was determined that they would develop a program. They have attractive, movable equipment which can be easily stored. This community, in the south eastern part of the state, is one of New England's most historic towns.

School H, the second vocational high school visited, serves the western part of Massachusetts. Their nursery school is a miniature house located near the buildings where

classes are held. The students were involved in preparing materials for the children, whom they expected in a few days.

School I, a large regional high school in the central part of the state, has a large room which had been adapted for use as a nursery. The children arrived at the same time the investigator did and they all were obviously happy to be there. Another department in the school had designed some unusual outdoor play equipment. The school psychologist reported that several students had been regular truants before they became involved with this program.

School J, a high school on the western border of Massachusetts, has a new high school this year. The child development nursery school area had been planned and designed for this purpose and is equipped with almost everything available.

The last school of the eleven visited was School K, a large high school on the eastern seaboard, close to the city of Boston. Their child development nursery school was located on a street around the corner from the school. They had an entire house which had been built to be compatible with the neighborhood. It was designed with separate rooms for all the various activities such as painting, water play, a children's reading room and a number of attractively decorated classrooms.

APPENDIX D

Letter to Amherst Parents

The Commonwealth of Massachusetts
University of Massachusetts
Amherst

SCHOOL OF EDUCATION

September 14, 1974

Dear Parent:

I have requested permission to conduct a study of attitudes concerning child rearing practices in the Amherst school system. The group which will be surveyed is the child development class in which your child is enrolled.

Because I am interested in comparing the attitudes of parents as well as those of students and teachers, I will be mailing you the same questionnaire which the students and teachers will be completing at school. I can be reached at 549-6137 if you have any questions.

Sincerely.

Ruth M. Lauroesch

Ruth M. Lauroesch
Center for Occupational Education

APPENDIX E

Directions for Administering Attitude Survey to Pilot Group

DIRECTIONS FOR PILOT GROUP

You will be responding to an attitude questionnaire, A Survey of Opinions Regarding the Bringing up of Children. The purpose of the study for which I am currently gathering data, is to determine whether there are any differences in attitudes concerning child rearing practices among: (1) home economics students enrolled in child development classes in eleven secondary schools in Massachusetts, (2) their home economics teachers, (3) their parents, and, (4) home economics student teachers at Framingham State College and the University of Massachusetts in Amherst.

All of you will be assisting me in a special way for it is important to know how you feel about the questionnaire. Would you please think about the three questions which I have placed on the portable blackboard, while you are working. When you have completed the questionnaire would you respond to those questions on the paper which has been provided. The questions: (1) Are the directions clearly stated? (2) Did you find any of the questions difficult to understand and if you did, why? (3) Do you have any suggestions for changes?

Now let us look at the introductory part on page one. May I read this with you? (The investigator reads this part.) On page three, the last four multiple choice items (numbers twenty seven through thirty) call for check (✓) marks to indicate your choice of answer. As you do the

questionnaire, consider how you would feel as a parent. Do you have any questions? Would you please answer the questionnaire now?

APPENDIX F

Directions for Giving Attitude Survey to Students

DIRECTIONS FOR STUDENTS

Before we begin, may I thank each of you for assisting me with the study I am doing. Each of the yellow folders on the table contains a questionnaire which you will be answering in a short time. Each of you will also be requested to designate one parent or guardian to whom I will send a copy of the same questionnaire. I hope you will all encourage your parent to return it to me. Your teacher will be participating in this survey at the same time you are.

The purpose of this study, for which I am currently gathering data, is to determine whether there are any differences in attitudes concerning child rearing practices among: (1) home economics students enrolled in child development classes in eleven secondary schools in Massachusetts (you are one of those classes), (2) home economics teachers of those students, (3) parents of those students, and, (4) the home economics education student teachers from Framingham State College and the University of Massachusetts in Amherst.

Will you do the following things, please?

1. Place your name and one parent or guardian's name with complete address on the coded master sheet. The only purpose of this master sheet is for me to determine whether your parent has returned a questionnaire. You do not have to put your name on the questionnaire and can remain anonymous.

2. Now would you place the same code number in the left hand bottom corner of the envelope addressed to me (the investigator illustrates with an envelope coded with a magic marker).
3. Next, will you address the blank envelope to your parent or guardian? Then, place the stamped envelope, addressed to me, inside the one you have just addressed. Tomorrow, I will insert a questionnaire and a letter of explanation to your parents in the envelope you have addressed and place the envelope in the mail.
4. As you do this questionnaire, consider how you would feel as a parent.
5. Let us open the folders and look at the introductory part on page one. May I read this with you? (The investigator reads this part.)
6. On page three, the last four multiple choice items, twenty-seven through thirty, call for a check mark (✓).
7. Are there any questions? Would you please fill in the questionnaire now.

APPENDIX G

Coded Master Sheet, Student-Parent Addresses

MASTER SHEET

School E----------Barnstable High School

	Student's Name	Parent Name and Address
E_1		
E_2		
E_3		
E_4		
E_5		

APPENDIX H

Letter Enclosure to Parents

The Commonwealth of Massachusetts
University of Massachusetts
Amherst

SCHOOL OF EDUCATION

September 14, 1974

Dear Parent:

The child development class in which your child is enrolled is participating in a state-wide comparative study of student, teacher and parent attitudes toward child rearing practices. Enclosed is a brief questionnaire which I am asking you to complete as an important contribution to this study.

Although the directions ask you to fill out the questionnaire independently, I would like to further emphasize the importance of your completing it on the basis of your own personal opinions before you discuss it with your child or anyone else. I would appreciate your completing and returning the survey to me within five days after you receive it. A self-addressed envelope is enclosed for this purpose.

Let me in advance thank you for your cooperation.

Sincerely,

Ruth M. Lauroesch

Ruth M. Lauroesch
Center for Occupational Education

APPENDIX I

Directions for Giving Attitude Survey to Student Teachers

DIRECTIONS FOR STUDENT TEACHERS

You will be responding to an attitude questionnaire, A Survey of Opinions Regarding the Bringing up of Children. The purpose of the study for which Mrs. Lauroesch is currently gathering data is to determine whether there are any differences in attitudes concerning child rearing practices among: (1) home economics students enrolled in child development classes in eleven secondary schools in Massachusetts, (2) their home economics teachers, (3) their parents, and, (4) home economics education student teachers from Framingham State College and the University of Massachusetts in Amherst.

It is important that, on page one, you place check marks in two of the blocks which are provided. Then, please read the directions carefully and draw a line under the word which most closely indicates your own personal opinion of each statement (number <u>one</u> through <u>twenty-seven</u>). The last four multiple choice items (twenty-seven through thirty, require a check (✓) mark in front of whichever choice you feel most nearly represents your opinion.

As you do the questionnaire, consider how you would feel as a parent. Do you have any questions? Please answer the questionnaire now.

APPENDIX J

Letter of Request to University of Massachusetts Student Teachers

The Commonwealth of Massachusetts
University of Massachusetts
Amherst 01002

SCHOOL OF EDUCATION

October, 1974

Dear Student:

I am a home economist and a graduate student presently completing a state-wide comparative study of secondary school home economics teachers, students, and student's parents with respect to their attitudes toward child rearing practices. The perspectives of home economics education majors, who will be student teaching from the University of Massachusetts in Amherst and Framingham State College, will also be included. Enclosed is a brief questionnaire which I am asking you to complete as an important contribution to this study.

Although the directions ask you to fill out the questionnaire independently, I would like to further emphasize the importance of your completing it on the basis of your own personal opinions before you discuss it with anyone. I would appreciate your completing and returning the survey to me within five days after you receive it. A self-addressed envelope is enclosed for this purpose.

Let me in advance thank you for your cooperation.

Sincerely,

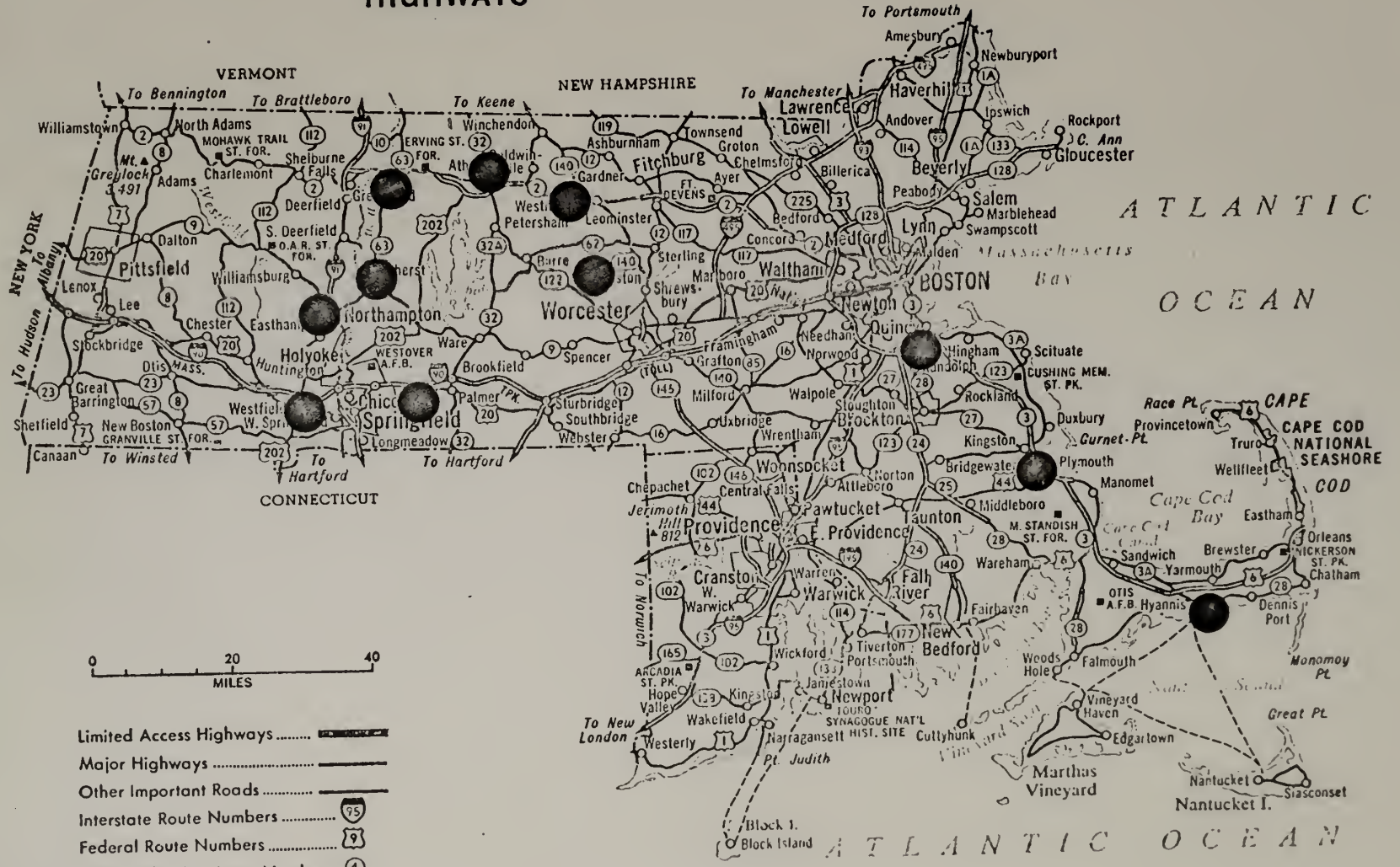
Ruth M. Lauroesch

Ruth M. Lauroesch

APPENDIX K

Map Illustration of Secondary Schools

HIGHWAYS



0 20 40
MILES

Limited Access Highways .....
Major Highways .....
Other Important Roads .....
Interstate Route Numbers 75
Federal Route Numbers 91
State and Other Route Numbers... 4

Cambridge◉ (C7)	107,716
Canton (C8)	▲12,771
Carlisle (J2)	▲1,488
Carver (M5)	▲1,949
Caryville (J4)	150
Cataumet (M6)	500
Centerville (N6)	1,518
Central Village (K6)	800
Charlemont (C2)	▲897
Charlton (F4)	▲3,685
Charlton City (F4)	1,070
Chartley (K5)	800
Chatham (P6)	1,479
Chelmsford (J2)	▲15,130
Chelsea (D6)	33,749
Cheshire (B2)	1,078
Chester (C3)	▲1,155
Chesterfield (C3)	▲556
Chicopee (D4)	61,553
Chicopee Falls (D4)	27,000
Chilmark (M7)	▲238
City Mills (J4)	500
Clicquot-Millis (A8)	2,588
Clifton (E6)	5,000
Clinton (H3)	12,848
Cochituate (A7)	4,500
Cohasset (F7)	2,748
Collinsville (J2)	2,500
Colrain (D2)	▲1,426
Concord (B6)	3,188
Conway (D2)	▲875
Cordaville (H3)	500
Corlut (N6)	1,200
Cuttinaquid (N6)	300
Cummington (C3)	▲550
Cushman (D3)	250
Dalton (B3)	▲6,436
Danvers (D5)	21,926
Danversport (E5)	1,500
Dartmouth (K6)	▲14,607
Dedham◉ (C7)	23,869
Deerfield (D2)	▲3,338
Dennis (D5)	▲3,727
Dennis Port (O6)	1,271
Dighton (K5)	▲3,769
Dodge (G4)	1,083
Dodgeville (J5)	750
Dorchester (D7)	150,000
Douglas (H4)	▲2,553
Dover (B7)	▲2,846
Dracut (J2)	▲13,674
Dudley (G4)	▲6,510
Dunstable (J2)	▲824
Duxbury (M4)	1,669
E. Braintree (D8)	10,000
E. Brewster (O5)	500
E. Bridgewater (L4)	▲6,133
E. Brookfield (G4)	1,150
E. Dedham (C8)	1,500
E. Dennis (D5)	450

(continued on following page)

APPENDIX L

Schedule of Visitation to the Schools

TIME SCHEDULE FOR COLLECTING DATA

September 20, 1974-----Administered attitude survey to students, School F.

21 -----Mailed attitude survey to parents, School F.

23 -----Administered attitude survey to students, School B.
-----Administered attitude survey to students, School E.

24 -----Mailed attitude survey to parents, Schools B and E.

25 -----Administered attitude survey to students, School K.
-----Visited School G--left attitude survey with home economics teacher

26 -----Administered attitude survey to students, School C

27 -----Mailed attitude survey to parents, Schools K and C.

30 -----Administered attitude survey to students, School D.

October 1, 1974--------Administered attitude survey to students, School I.
-----Received attitude surveys from School G.
-----Mailed attitude survey to parents, School D.

2 -----Mailed attitude survey to parents, School I.
-----Mailed attitude survey to parents, School G.

3 -----Administered attitude survey to students, School A.

4 -----Administered attitude survey to student teachers, Framingham.
-----Mailed attitude survey to parents, School A.

October 5, 1975--------Mailed letter to home economics teacher at School F, a list of non-responding parents.

-----Mailed letters to University of Massachusetts student teachers.

8 -----Administered attitude survey to students, School H.

-----Mailed letters to home economics teachers, Schools B and E, a list of non-responding parents.

9 -----Mailed attitude survey to parents, School H.

10 -----Mailed attitude survey to parents, School J.

11 -----Mailed attitude survey to parents, School J.

-----Mailed letters to home economics teachers, Schools K and C, a list of non-responding parents.

15 -----Mailed letter to home economics teacher, School D, a list of non-responding parents.

-----Mailed letters to each non-responding parent, Schools B and E.

16 -----Mailed letter to home economics teacher, School E, a list of non-responding parents.

18 -----Mailed letter to home economics teacher, School A, a list of non-responding parents.

-----Mailed letters to each non-responding parent, Schools K and C.

22 -----Mailed letters to each non-responding parent, School D.

23 -----Mailed letter to home economics teacher, School H, list of non-responding parents.

-----Mailed letters to each non-responding parent, School E.

25 -----Mailed letters to each non-responding parent, School A.

October 30, 1975-------Mailed letters to each non-responding parent, School H.

November 1, 1975-------Mailed letters to each non-responding parent, School J.

8 -----All parent returns to be tabulated
-----All student teacher returns to be tabulated.
-----Called home economics teacher, School H.

11 -----Took a second attitude survey to School H for each non-responding parent.

APPENDIX M

Letter to Non-Responding Parents

The Commonwealth of Massachusetts
University of Massachusetts
Amherst 01002

SCHOOL OF EDUCATION

October 25, 1974

Dear Parent:

Recently I mailed a questionnaire to you asking you to complete it as a contribution to a comparative study concerning attitudes toward child rearing practices. I had hoped they might all be in by this week.

Even though this is an intrusion on your time, I am sure that you understand how important it is that information gathered in this way accurately reflects parent views. Moreover, because my findings may have an influence on teacher training, I am anxious to base them on as high a return as I can. Your return will help.

If you have already mailed your questionnaire in to me, please disregard this letter. Thank you for your assistance.

Sincerely,

Ruth M. Lauroesch

Ruth M. Lauroesch
Center for Occupational Education

APPENDIX N

Raw Data

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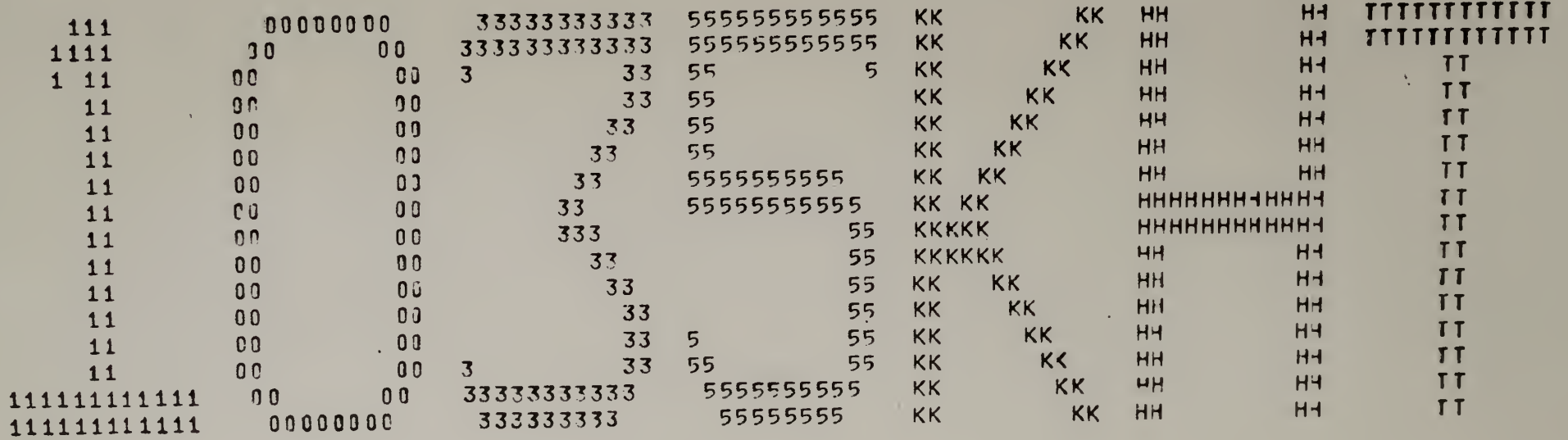

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